

# Music programmes of study: key stages 1 and 2

## National curriculum in England



### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Attainment targets

**By the end of each key stage**, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music



## WCIT Year 4 Overall Aims/Objectives Attainment Targets/Learning Outcomes

	Autumn	Spring	Summer
<b>Termly Aims &amp; Objectives</b>	<p><b>Performance</b> Introduction to the instrument/voice to explore sounds and simple patterns and/or sequences to develop vocal/instrumental skills in solo and ensemble contexts using internalization and teacher modelling. Introduce the Inter-related dimensions of music (IRDsM) Pulse Rhythm, Pitch, Dynamics, Tempo, Timbre, Structure, Texture, Notation into performances</p> <p><b>Composition/Improvisation</b> Learn how to use vocal and instrumental skills in tasks to create short simple Improvisations &amp; Compositions. Identify the IRDsM in their work to reinforce their importance in all music.</p> <p><b>Notation skills</b> In some performances use visual prompts (conventional or experimental notation) to allow students to develop notation reading skills e.g. following a pitch or rhythm</p> <p><b>Listening/appraisal/appreciation</b> listening examples played during preparation time at the start of each lesson – for all performances the history, genre, context/intention of the piece is explained and discussed. The IRDsM are used to analyse/prompt questions/discussion.</p>	<p><b>Performance</b> Continuation of instrumental studies including transition to a second instrument as appropriate. Development of performance skills/technique (Including vocals) focus on fluency, control, expression, phrasing and confidence. Pieces studied incorporate more opportunities for ensemble work maintaining an independent part in a multi layered performance and directing the ensemble</p> <p><b>Composition/Improvisation</b> Pupils attempt more extended tasks with a specific brief or context using a wider range of notes or chords as their instrumental knowledge and skills expand. Students should identify the IRDsM and use at least one or two to plan their improvisations/compositions.</p> <p><b>Notation skills</b> Extended performances use scores (conventional/experimental as appropriate) to support the performance developing the understanding of why and how notation is used. In compositions students devise simple methods of notating ideas for later use/sharing</p> <p><b>Listening/appraisal/appreciation context and history</b> Continuation of prep time and performance pieces chosen to expand student’s awareness of music from different cultures eras and develop the understanding of intention and context. Again, reinforced using IRDsM to analyse appraise and appreciate how the music and its interpretation</p>	<p><b>Performance</b> Refinement of performance skills on instrument(s) and vocals. More challenging repertoire introduced with an emphasis on developing/recognising performance skills (links to listening section, what makes a good performance) Continue development of maintaining independent parts in more challenging layered pieces and develop opportunities for leading and directing ensembles</p> <p><b>Composition/Improvisation</b> Students respond to a brief ie. context and intention using their increasing instrumental &amp; vocal skills and knowledge of the IDRSM. They may use simple form (AB ABA ABAC) and are encouraged to explain/comment on their decisions/choices to appraise the effectiveness of the completed task.</p> <p><b>Notation skills</b> Conventional notation (appropriate to the instrument) is used increasingly to introduce new pieces for performance. In Compositions pupils create their own simple scores to revisit or share pieces with others.</p> <p><b>Listening/appraisal/appreciation context and history</b> Continue with prep listening and study of pieces performed, adding consideration and appraisal of the actual performances of the music. What makes a good performance (linking with their own performances and creative work)</p>

<p><b>Learning Outcomes/ Attainment Targets</b></p>	<p><b>Performance skills</b> Students experience the satisfaction of developing new instrumental and vocal skills including specifics such as posture and control. They perform simple rhythmic and note/chord patterns using voices &amp; instruments in solo and ensemble contexts, listening, watching and keeping time with others developing confidence.</p> <p><b>Composition/Improvisation skills</b> They can create short improvised patterns using clapping/voices and instrumental skills and can identify the IRDsM in their creative work.</p> <p><b>Notation skills</b> They are able to learn short phrases or patterns through internalisation sometimes linked to a visual prompt, using conventional notation or experimental scores/symbols.</p> <p><b>Listening/appraisal/appreciation context and history</b> They experience a carefully chosen repertoire of quality live and recorded performances, understand where the music is from and/or where it fits into the history of music, its context and intention.</p>	<p><b>Performance skills</b> Students further develop effective posture, and control to produce an effective musical sound with increasing fluency, control, expression and confidence. They maintain independent parts in layered performances. They actively consider the IRDsM in their performances to enhance their performance skills.</p> <p><b>Composition/Improvisation skills</b> Students make active decisions to use one or more of the IRDsM Compositions &amp; improvisations are extended and created to a specific brief/context. They begin to use simple methods to record their intentions for sharing or later use as appropriate.</p> <p><b>Notation skills</b> They further develop internalization skills performing increasingly complex phrases from ear. Notation and experimental scores/symbols become prompts to support more extended complex performances and record composition intentions.</p> <p><b>Listening/appraisal/appreciation context and history</b> They will experience a wider choice of repertoire to extend their knowledge experience and appreciation of music from different cultures, genres and eras, it's context and intention</p>	<p><b>Performance Skills</b> Students confidently perform increasingly challenging pieces in ensembles with good intonation, sense of occasion, awareness of context and consideration of the IRDsM. They maintain an independent part in increasingly complex layered performances and utilise the combined skills of listening, watching, keeping in time with others, take turns leading the group; perform with and to each other. They appraise performances, suggest and implement ways performances can be enhanced and improved.</p> <p><b>Composition/Improvisation skills</b> Extended compositions/Improvisations follow a brief/specific context and the introduction of form. They are extended and may use appropriate notation to record their intentions for sharing/later use. They utilise their developing instrumental/vocal skills and use the IRDsM to ensure their completed pieces are meaningful effective and successfully fulfil the intended context/brief.</p> <p><b>Notation Skills</b> Whilst continuing to develop internalisation skills to learn more complex pieces – notation (conventional and/or experimental) becomes more important both as a prompt and exclusive source of learning new repertoire.</p> <p><b>Listening/appraisal/appreciation context and history</b> Through choice of new repertoire to perform and listen coupled with reinforcement through recollection of previous pieces they will appreciate the diversity of genres and the development of music through history and its context.</p>
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### Example Weekly Lesson Plan

5 mins	Preparation time - Entry/preparation of instruments, listening to music (brief discussion of listening music, style, genre, context place in history)
5 – 10 mins	Recap work covered last week then Set/share lesson objectives and learning outcomes. Consider using WALT WILF (What are we learning today, what am I looking for)  Warm-ups to recap and develop on-going skills - rhythm work as appropriate during the course of the lessons singing, playing (also interspersed during the lesson to develop accuracy, fluency, control and expression)
Main body of lesson	Performance skills Composition/Improvisation Tasks Key skills & key words Performance
10 mins	Plenary of work covered during lesson, simple assessment self/peer/teacher, objectives reached and targets for next lesson.
5 mins	Packing away/care of instrument – reminder of care of instruments – set achievable targets for practice at home (with extension activities for the most keen/able)