

Music Curriculum – 2 Year Cycle - KS1



Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, developing their creativity, self-confidence and enabling a sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to develop their ability as musicians to perform, to compose, to listen and to evaluate.

Through our Music curriculum, we intend to inspire pupils to develop a love of music which stimulates creativity, imagination and enriches their lives.

Implementation

Music is taught through the 'Threshold Concepts' of Performing, Listening, Composing, Notation and Knowledge of Music. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of music so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against National Curriculum expectations, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Music Curriculum – 2 Year Cycle - KS1



Year Group	Cycle	Autumn	Spring	Summer 1	Summer 2
1/2	A	<ul style="list-style-type: none"> - Genre: Begin to recognise different genre of music. - Instrumentation: Begin to recognise instruments being played in music. - Describe: Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> - Compose: Create a series of long and short sounds. - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Clap rhythms. - Choose sounds to create an effect. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create short, rhythmic phrases. - Transcribe: Use symbols to represent a composition and use them to help with a performance. - Perform compositions 	<p>DPA work covers the threshold concepts of:</p> <p>Perform</p> <ul style="list-style-type: none"> - Take part in singing, accurately following the melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds, using voice and instruments. - Imitate changes in pitch. <p>Describe:</p> <ul style="list-style-type: none"> - Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch. <p>Transcribe:</p> <ul style="list-style-type: none"> - Use symbols to represent a composition and use them to help with a performance. 	
	B	<ul style="list-style-type: none"> - Genre: Begin to recognise different genre of music. - Instrumentation: Begin to recognise instruments being played in music. - Describe: Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> - Compose: Children can compose a simple tune using 3 or 4 notes. - Composition: Children can create sound effects for a picture or story thinking about how music can create a mood. - Transcribe: Use symbols to represent a composition and use them to help with a performance. - Perform compositions 		

**Only 2 terms planned for as Dudley Performing Arts teach a term of instrumental tuition – recorders. This also includes singing and some simple notation.

Music Curriculum – 2 Year Cycle - KS1

Key Stage 1 Teaching Sequence for Music (Milestone 1) CYCLE A

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Genre / Description Composition	Composition / Transcribe / Performance / Describe	
1	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. <p>Eg: Bach (1685 – 1750) – <i>Air on a G string / Jesu Joy of Man's Desiring</i></p>	<p>Compose: sounds that create an effect. Explore pictures/stories that use music to create an effect: Eg that may be useful: https://www.letsplaykidsmusic.com/stories-with-classical-music-and-movement/</p>	
2	Retrieval Quiz	Retrieval Quiz	
3	<p>Describe: Begin to recognise instruments being played in music.</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. <p>Eg: Bach (1685 – 1750) – <i>Air on a G string / Jesu Joy of Man's Desiring</i></p>	<p>Compose: Create a series of long and short sounds.</p> <ul style="list-style-type: none"> - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) <p>Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p>Create effects for a picture or event.</p>	
4	Retrieval Quiz	Retrieval Quiz	
5	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. <p>Eg: Queen (1970 – present) - describe/appreciation/compare <i>We are the Champions / Radio GaGa</i></p>	<p>Compose: Create a series of long and short sounds.</p> <ul style="list-style-type: none"> - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) <p>Create effects for a picture or event. Perform</p>	

Music Curriculum – 2 Year Cycle - KS1



6	Retrieval Quiz	Retrieval Quiz	
7	<p>Describe: Begin to recognise instruments being played in music.</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. <p>Eg: Queen (1970 – present) - describe/appreciation/compare <i>We are the Champions / Radio GaGa</i></p>	<p>Compose: Create a series of long and short sounds.</p> <ul style="list-style-type: none"> - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Create short, rhythmic phrases. <p>Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p>Create effects for a picture or event. Transcribe.</p>	
8		Retrieval Quiz	
9	<p>Pop Task – vocabulary: timbre, dynamics, pitch, beat</p> <p>Composition:</p> <ul style="list-style-type: none"> - clap rhythms (call/response) - Create short, musical patterns. - Create short, rhythmic phrases. 	<p>Compose: Create a series of long and short sounds.</p> <ul style="list-style-type: none"> - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Create short, rhythmic phrases. <p>Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p>Perform</p>	
10	Retrieval Quiz	Retrieval Quiz	
11	<p>Composition:</p> <ul style="list-style-type: none"> - clap rhythms (call/response) - Create short, musical patterns. - Create short, rhythmic phrases. 	<p>Pop Task – Performance of picture effects/event.</p>	
12	Pop Task – copying rhythms	Consolidation	

Music Curriculum – 2 Year Cycle - KS1

Key Stage 1 Teaching Sequence for Music (Milestone 1) CYCLE B

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Genre / Description Composition	Composition / Transcribe / Performance / Describe	
1	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. <p>Eg: Coldplay (1996 – present) describe/appreciation/compare <i>Viva La Vida / Fix You</i></p>	<p>Composition:</p> <ul style="list-style-type: none"> - clap rhythms (call/response) - Create short, musical patterns. - Extend to using untuned instruments 	
2	Retrieval Quiz	Retrieval Quiz	
3	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. - Begin to recognise instruments being played in music. <p>Eg: Coldplay (1996 – present) describe/appreciation/compare <i>Viva La Vida / Fix You</i></p>	<p>Composition:</p> <ul style="list-style-type: none"> - clap rhythms (call/response) - Create short, musical patterns. - Extend to using untuned instruments 	
4	Retrieval Quiz	Retrieval Quiz	
5	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. - Begin to recognise instruments being played in music. <p>Eg: Beethoven (1770 – 1827) - describe/appreciation/compare <i>Ode to Joy / Symphony No. 5</i></p>	<p>Compose: sounds that create an effect. Use: Peter & the Wolf – appreciation/describe https://www.youtube.com/watch?v=9ueGfjBKbiE <i>as an example?</i></p> <p>Tell a story using instruments to create effect.</p>	

Music Curriculum – 2 Year Cycle - KS1



6	Retrieval Quiz	Retrieval Quiz	
7	<p>Describe: Give opinions about music</p> <ul style="list-style-type: none"> - Description Recognise changes in timbre, dynamics and pitch. - Begin to recognise instruments being played in music. <p>Eg: Beethoven (1770 – 1827) - describe/appreciation/compare <i>Ode to Joy / Symphony No. 5</i></p>	<p>Compose: sounds that create an effect.</p> <ul style="list-style-type: none"> - Create a series of long and short sounds. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Create short, rhythmic phrases. <p>Tell a story using instruments to create effect. Transcribe. Perform</p>	
8	Retrieval Quiz	Retrieval Quiz	
9	<p>Pop Task – vocabulary: timbre, dynamics, pitch, beat</p>	<p>Compose: sounds that create an effect.</p> <ul style="list-style-type: none"> - Create a series of long and short sounds. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Create short, rhythmic phrases. <p>Tell a story using instruments to create effect. Transcribe. Perform</p>	
10	Retrieval Quiz	Retrieval Quiz	
11	Consolidation	Pop Task – performance	