

# Music

## Elements Curriculum – SEE, DO, GET Model

### SEE (Intent)

Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Positive self identity</li> <li>• Sense of belonging</li> <li>• Tolerance, Respect and Peace</li> <li>• Citizenship</li> <li>• Sense of Contribution</li> <li>• Roles &amp; Responsibility</li> <li>• Synergy (Habit 6)</li> <li>• Seek First to understand then to be understood (Habit 5)</li> <li>• Diversity</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Think Win-Win (Habit 4)</li> <li>• Mutual Respect</li> <li>• 'Can Do' Attitude</li> <li>• Good Mental Health</li> <li>• Sharpen the Saw (Habit 7)</li> <li>• Relationships</li> <li>• Carrying your own weather</li> <li>• Celebration and praise</li> </ul>	<ul style="list-style-type: none"> <li>• Invention</li> <li>• Self Expression</li> <li>• Design</li> <li>• Research &amp; Development</li> <li>• Inspiration</li> <li>• Meeting a need</li> <li>• Embrace the Arts</li> <li>• Metacognition</li> <li>• Technology Enhanced Learning</li> <li>• "Thinking outside the box"</li> <li>• Rule breaking</li> </ul>
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> <li>• Dreaming Big</li> <li>• Aiming High</li> <li>• Self Belief</li> <li>• Self Confidence</li> <li>• Giving credit where it is due</li> <li>• Congratulate and uplift others</li> <li>• Begin with the end in mind (Habit 2)</li> <li>• Leaving a legacy 'Painting a masterpiece'</li> </ul>	<ul style="list-style-type: none"> <li>• The 7 Habits of Highly Effective People</li> <li>• Evaluative Practice</li> <li>• Problem Solving</li> <li>• Interdependence</li> <li>• 'Have a go' attitude</li> <li>• Collaboration</li> <li>• Change management</li> <li>• Personal reflection</li> <li>• Emotional Bank Account</li> <li>• Seeking and meeting challenge</li> </ul>	<p>A Culture World Changers History Makers</p>

## Questions in Music

Global Influences <i>'Our Global Responsibilities'</i>	
Citizenship	Environment
<p>Is the global music scene diverse enough? What can be done to promote all races and genders and have equality in music? Do different cultures prefer different musical genres? What does the history of music tell us about how global citizenship has changed?</p>	<p>Why can you not use certain materials when making instruments? What has made materials endangered? What natural sounds have been used to create music? How does climate affect an instrument and the way it sounds?</p>
Sustainability	Health
<p>What kind of materials are most eco friendly when making instruments? Music and fashion: which affects the other? How has the change in the way music is listened to affected the environment?</p>	<p>How does music affect mental health? How is music used to improve physical health? What are the best genres of music to improve mental health? What happens to the human body during performing to an audience?</p>
Creativity	
<p>Where are the key performance venues across the world? How has recording of music changed? How has listening to music changed? Do you think the UK music industry is diverse enough? Culture and music: which impacts which?</p>	

# Music – Vehicle Overview

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes  Listening, Performing						Music through Time  Listening, History of Music
<b>Designed and Built</b>	Nativity  Listening, Performing		British Music  History of Music	Christmas  Listening, Performing	Christmas  Listening, Performing	Soundscapes  Composing, Performing	
<b>Lost in a Book</b>		World Music  History of Music, Listening					
<b>Listen</b>	Stomp!  Listening, Performing, Composing	Carnival of the Animals  Listening, Performing, History of Music, Composing	Sea Shanty  Listening, Performing, Composing	Four Seasons  Listening, Performing, History of Music, Composing	English Folk Songs  History of Music, Composing	Joseph!  Listening, performing	The Beatles  Listening, Performing, History of Music, Composing
<b>Change the World</b>							

# Coverage of Music Concepts

Reception									
The Famous Five: Nursery Rhymes									
Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
Designed and Built: Nativity									
Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
Listen: Stomp The Soundtrack									
Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording

Year 1									
Lost in a Book: World Music									
Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
Listen: Carnival of the Animals									
Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording

## Year 2

Designed and Built: British Music

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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Listen: Sea Shanty

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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## Year 3

Designed and Built: Christmas

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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Listen: Four Seasons

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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## Year 4

Designed and Built: Christmas

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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Listen: English Folk Songs

Appraising	Identifying	Creating	Combining	Solo performance	Ensemble performance	Singing	Instrument	Improvising	Recording
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# Year 5

Designed and Built: Soundscapes

Appraising

Identifying

Creating

Combining

Solo performance

Ensemble performance

Singing

Instrument

Improvising

Recording

Listen: Joseph!

Appraising

Identifying

Creating

Combining

Solo performance

Ensemble performance

Singing

Instrument

Improvising

Recording

# Year 6

Famous Five: History of Music

Appraising

Identifying

Creating

Combining

Solo performance

Ensemble performance

Singing

Instrument

Improvising

Recording

Listen: The Beatles

Appraising

Identifying

Creating

Combining

Solo performance

Ensemble performance

Singing

Instrument

Improvising

Recording

# Appraising

*Assessing the quality of a song, composition or performance.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
World	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
Designed and Built	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
Lost in a Book		World Music History of Music, Listening					
Listen	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
Change the World							

# Identifying

*Recognising or distinguishing a musical feature.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
<b>Change the World</b>							



# Combining

*Adding several components to change the sound or texture of a musical piece.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stomp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
<b>Change the World</b>							

# Creating

*Writing an element to a new musical piece.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Solo Performance

*An individual performance to an audience.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stomp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Ensemble Performance

*A group performance to an audience.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes <i>Listening, Performing</i>						Music through Time  <i>Listening, History of Music</i>
<b>Designed and Built</b>	Nativity <i>Listening, Performing</i>		British Music  <i>History of Music</i>	Christmas  <i>Listening, Performing</i>	Christmas  <i>Listening, Performing</i>	Soundscapes  <i>Composing, Performing</i>	
<b>Lost in a Book</b>		World Music  <i>History of Music, Listening</i>					
<b>Listen</b>	Stamp!  <i>Listening, Performing, Composing</i>	Carnival of the Animals  <i>Listening, Performing, History of Music, Composing</i>	Sea Shanty  <i>Listening, Performing, Composing</i>	Four Seasons  <i>Listening, Performing, History of Music, Composing</i>	English Folk Songs  <i>History of Music, Composing</i>	Joseph!  <i>Listening, performing</i>	The Beatles  <i>Listening, Performing, History of Music, Composing</i>
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# Voice

The range of pitch or type of tone with which a person sings, such as soprano or tenor.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Instrument

A device created or adapted to make musical sounds.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Improvisation

*A piece of music that has been created spontaneously or without preparation.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stomp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Recording

*Displaying music in graphics, either pictorially or using musical notation.*

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes Listening, Performing						Music through Time Listening, History of Music
<b>Designed and Built</b>	Nativity Listening, Performing		British Music History of Music	Christmas Listening, Performing	Christmas Listening, Performing	Soundscapes Composing, Performing	
<b>Lost in a Book</b>		World Music History of Music, Listening					
<b>Listen</b>	Stamp! Listening, Performing, Composing	Carnival of the Animals Listening, Performing, History of Music, Composing	Sea Shanty Listening, Performing, Composing	Four Seasons Listening, Performing, History of Music, Composing	English Folk Songs History of Music, Composing	Joseph! Listening, performing	The Beatles Listening, Performing, History of Music, Composing
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# Key Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen	<i>High</i>	Timbre	Ostinato	<i>Aural</i>	Chord	Accompaniments
Music	<i>Low</i>	Tempo	Rhythm	<i>Compose</i>	Composer	Audience
Phrase	<i>Listen</i>	Dynamics	Beat	<i>Texture</i>	Ensemble	Composition
Fast	<i>Music</i>	Pitch	Duration	<i>Dynamics</i>	Harmony	Expressively
Slow	<i>Pattern</i>	Repeat	Structure	<i>Expression</i>	Melody	Notation
Loud	<i>Fast</i>	Rest	Verse	<i>Improvise</i>	Notation	Combine
Quiet	<i>Slow</i>	Rhythm	Chorus	<i>Musician</i>	Notes	Audio
Song	<i>Loud</i>	Sequence	Melody	<i>Recall</i>	Percussion	Vocal
Chant	<i>Quiet</i>	Tune/Melody	Perform	<i>Tempo</i>	Posture	Variation
Beat	<i>Rhythm</i>	Pulse	Pitch	<i>Timbre</i>	Projection	Phrases
	<i>Pulse</i>	Chorus	Solo	Major	Improvise	Theme
	<i>Pitch</i>	Perform	Timbre	Minor	Soundscape	Venue

# Discrete Teaching of Vocabulary

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Famous Five</b>	Nursery Rhymes <i>Listen, music, loud, quiet, song</i>						Music through Time  <i>Composition, expressively, notation, combine, variation, phrase</i>
<b>Designed and Built</b>	Nativity <i>Listen, music, song, phrase</i>		British Music <i>Repeat, sequence, tune, melody, chorus, perform</i>	Christmas <i>Structure, verse, chorus, melody, perform, solo</i>	Christmas <i>Expression, musician, recall, major, minor</i>	Soundscapes <i>Soundscape, ensemble, harmony, notes, percussion, projection, improvise</i>	
<b>Lost in a Book</b>		World Music <i>Listen, music, pattern, rhythm</i>					
<b>Listen</b>	Stomp! <i>Chant, beat, fast, slow</i>	Carnival of the Animals <i>High, low, fast, slow, loud, quiet, pulse, pitch</i>	Sea Shanty <i>Timbre, tempo, dynamics, pitch, rest, rhythm, pulse</i>	Four Seasons <i>Ostinato, rhythm, beat, duration, pitch</i>	English Folk Songs <i>Aural, compose, texture, dynamics, improvise, tempo</i>	Joseph! <i>Chord, composer, melody, notation, posture</i>	The Beatles <i>Accompaniment, audience, audio, vocal, theme, venue</i>
<b>Change the World</b>							

# Performing

## Progression of Skills

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using voices expressively		Use voices in different ways such as speaking, singing and chanting Use voices expressively and creatively.	Use voices in different ways such as speaking, singing and chanting Use voices expressively and creatively. To sing with the sense of shape of the melody	To sing in unison, becoming aware of pitch.	sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase .
Playing tuned and untuned percussion expressively		.To create and choose sounds To perform simple rhythmic patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	To play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others	To stand up and sit down when directed by an adult.	To think about others when they are performing	To perform in a group maintaining eye contact with the leader.	To be aware of my own part and how all parts fit together.	.To be aware of what sections of a performance need more practice.	To think about the audience when performing and how to create a specific effect. .	To organise focuses and timings of rehearsals.

# Listening

## Progression of Skills

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening with concentration and recall sounds within increasing aural memory.		<i>To begin to identify simple repeated patterns and follow basic musical instructions.</i>	<i>To identify and recognise repeated patterns and follow a wider range of musical instructions.</i>	<i>To listen with attention and begin to recall sounds.</i>	<i>To listen to and recall patterns of sounds with increasing accuracy.</i>	<i>To listen to and recall a range of sounds and patterns of sounds confidently.</i>	<i>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</i>
Using the inter-related dimensions of music within musical work.		<i>To begin to identify musical elements that can be used to create different moods and effects.</i>	<i>To identify how musical elements create different moods and effects.</i>	<i>To begin to identify how different musical elements are combined and used to create an effect.</i>	<i>To identify how different musical elements are combined and used expressively.</i>	<i>To begin to identify the relationship between sounds and how music can reflect different meanings.</i>	<i>To identify and explore the relationship between sounds and how music can reflect different meanings.</i>
Describing music using given and invented signs and symbols.		<i>To begin to represent sounds with simple sounds including shapes and marks.</i>	<i>To confidently represent sounds with a range of symbols, shapes and marks.</i>	<i>To begin to recognise simple notations to represent music, including pitch and volume.</i>	<i>To begin to use established and invented musical notations to represent music.</i>	<i>To recognise and use a range of musical notations including staff notation.</i>	<i>To use and apply a range of musical notations including staff to plan, revise and refine musical material.</i>

# Composing

## Progression of Skills

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating musical patterns		<i>To experiment with different sounds.</i>	<i>Repeat short rhythmic and melodic patterns.</i>	<i>To create simple rhythmic patterns that use a small range of notes.</i>	<i>To create rhythmical and simple melodic patterns using an increased number of notes.</i>	<i>To create increasingly complicated rhythmic and melodic phrases within given structures.</i>	<i>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</i>
Exploring, choosing and organising sounds and musical ideas		<i>To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low</i>	<i>To Begin to explore and choose and order sounds using the inter-related dimensions of music</i>	<i>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody</i>	<i>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</i>		