

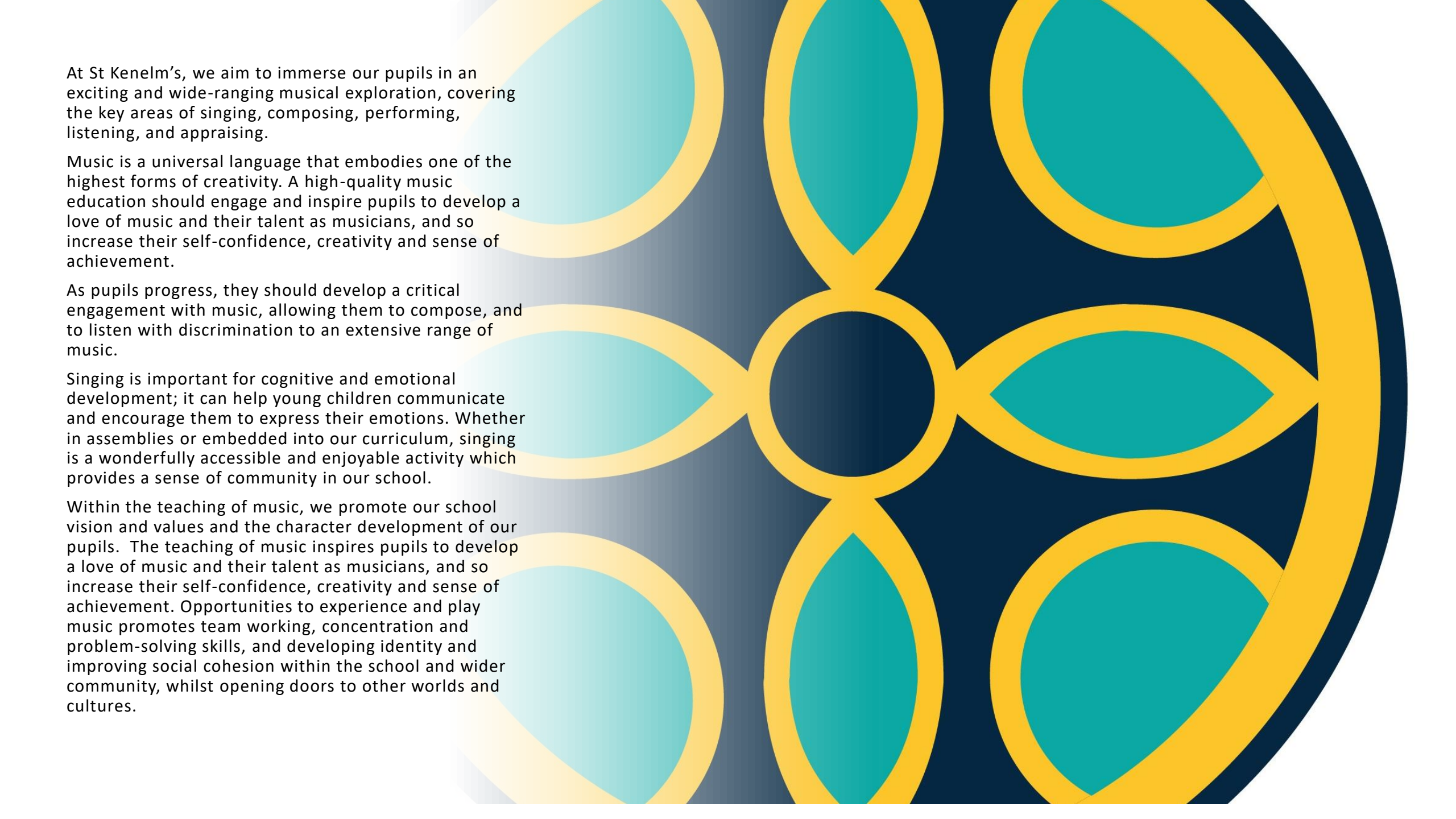


Music

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

(Plato)





At St Kenelm's, we aim to immerse our pupils in an exciting and wide-ranging musical exploration, covering the key areas of singing, composing, performing, listening, and appraising.

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 an extensive range of music.

Singing is important for cognitive and emotional development; it can help young children communicate and encourage them to express their emotions. Whether in assemblies or embedded into our curriculum, singing is a wonderfully accessible and enjoyable activity which provides a sense of community in our school.

Within the teaching of music, we promote our school vision and values and the character development of our pupils. The teaching of music inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Opportunities to experience and play music promotes team working, concentration and problem-solving skills, and developing identity and improving social cohesion within the school and wider community, whilst opening doors to other worlds and cultures.



Music is an integral part of life at our school. Music lessons are fun and inspiring, engaging our pupils with song, music and movement. We want pupils to feel able, reflective and expressive, developing their own appreciation of music within the opportunities we provide as a school.

All pupils are actively encouraged and given the opportunity to play both rhythmic and melodic instruments within music lessons. Whole school and class singing allow pupils opportunities to develop their singing skills and gain an understanding of how ensembles work.

Formative assessments provide teachers with confidence in the progression of skills and knowledge and that outcomes have been met.

Music is taught in half termly units and are blocked across each key stage, over 2 years. During a Music unit, teachers ensure lessons are delivered weekly and links are made to other subjects to further enrich the teaching.

Performances such as Christmas plays, nativities and Partnership music, along with extra-curricular activities, provide children with further experiences and demonstrate that music is important to the life of our school.



Through the high quality first teaching of Music taking place, we will see the impact of the subject in different ways.

Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in Music lessons and want to participate further. Participation in music will develop wellbeing, promote listening and develop concentration. Work will show that a range of units are being covered, cross curricular links are made where possible and differentiated work set as appropriate.

We want to ensure that music is enjoyed across the school, encouraging pupils to want to continue building on this wealth of musical ability, now and in the future.

“Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger.”

Model Music Curriculum

Music Overview

2024-2025



2024-2025				
Y1	Y2	Y3/4	Y 4/5	Y 5/6
Memory Lane	Planes, Trains & Automobiles	Magical Mummies	Victorious Victorians	Quest for the Kingdom
Musical Memories Listening & appraising Singing	Musical Journeys Simple graphic scores Notation/Composing	Tempo, Dynamics & Timbre Listening and improvising	Pitch Listening/Notation (Skills)	Harmony Singing in harmony Performing
Christmas Performing Singing	Christmas Performing Singing	Christmas Performing Singing	Christmas Performing Singing	Christmas Performing Singing
Beyond My Village	London's Burning	The Home Front	Journey Across Europe	An Italian Escapade
Finding the Pulse Body percussion/movement Composing/Performing	Rounds Singing Performing	1940's Popular Music Listening and appraising Knowledge of Music	Nationalistic Music C20th composers Listening and appraising Knowledge of Music	Notation Notation/Composing (skills)
Musical Families Listening/Composing Instrument exploring	Carnival of the Animals - Saint-Saëns Listening & appraising			
Discovering Dinosaurs	Around the World	Visiting the Village	Kenelm's Kingdom	Off With Their Heads
Sound Effects in Stories <i>Where the Wild Things Are</i> Composing/Notation & Performing	Winter - Vivaldi Listening & appraising Composing	Musical Devices Ostinatos and Drones Composing/Notation	Fantasy Film Music Listening and appraising Composing	Tudor Music and Dance Listening and appraising Performing Knowledge of Music

Music
Skills
Progression





EYFS

Music

Areas of learning	3-4 Year olds	Reception
Communication and Language	Learn new vocabulary. Sing a large repertoire of songs.	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes poems and songs.
Personal, Social and Emotional Development		
Physical Development	Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.	Develop the overall body strength. Co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Literacy		
Mathematics	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Count objects, actions and sounds
Understanding the World		
Expressive Arts and Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.

St Kenelm's Music Skills Progression		Year 1
Performing	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils should be taught to play untuned instruments musically.</p>	<ul style="list-style-type: none"> • use voices to speak, sing and chant • make different sounds with voice and with instruments • follow instructions about when to play and sing • make a sequence of sounds • begin to be able to sing in tune songs with a limited range • use instruments to perform. • clap short rhythmic patterns
Listening	<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<ul style="list-style-type: none"> • respond to different moods in music • say whether they like or dislike a piece of music
Composing	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> • create sound effects for a picture or story, thinking about how music can create a mood • record compositions using symbols, pictures or patterns • choose sounds to represent different things
Notation	<p>Pupils should begin to use symbols and pictures to record their compositions.</p>	<ul style="list-style-type: none"> • read and perform simple clap charts (Red/Yellow) • Record compositions with simple pictures • make connections between notation and musical sounds
Knowledge of Music (KS2)		

Year 2

<p>Performing</p>	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p>	<ul style="list-style-type: none"> • sing with good diction • begin to be able to sing in tune songs with a limited range • sing in time to a steady beat • name a variety of instruments • perform with a good sense of beat and rhythm • perform together in an ensemble • change the tempo or dynamics while playing an instrument • perform simple patterns and accompaniments keeping a steady pulse
<p>Listening</p>	<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<ul style="list-style-type: none"> • begin to recognise different genres of music • begin to recognise instruments being played in a piece of music • express their opinion about pieces of music • listen out for particular things when listening to music
<p>Composing</p>	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> • compose a simple tune using three or four notes • create sound effects for a picture or story, thinking about how music can create a mood • record compositions using symbols, pictures or patterns • order sounds to create a beginning, middle and an end • conduct class ensemble • improve own work
<p>Notation</p>	<p>Pupils should begin to use symbols and pictures to record their compositions.</p>	<ul style="list-style-type: none"> • record compositions using symbols, pictures or patterns • read simple notation using Red and Yellow (crotchet, quaver)
<p>Knowledge of Music (KS2)</p>		

Year 3

<p>Performing</p>	<p>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.</p>	<ul style="list-style-type: none"> • sing in tune • perform simple melodic and rhythmic parts • within a group, hold a part in a round • improvise repeated patterns • beginning to understand the importance of pronouncing the words in a song well • start to show control in voice • perform with growing confidence
<p>Listening</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Pupils should be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<ul style="list-style-type: none"> • listen and respond to a range of music through art and movement • find the beat in a piece of music • explain the tempo and dynamics of a piece of music • begin to recognise some orchestral instruments in a piece of music • begin to express an opinion about pieces of music • discuss similarities and differences in pieces of music
<p>Composing</p>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> • carefully choose sounds to achieve an effect • improvise short musical patterns with long and short sequences • compose music that combines musical elements • carefully choose sounds to achieve an effect • order sounds to help create an effect • create short musical patterns with long and short sequences and rhythmic phrases
<p>Notation</p>	<p>Pupils should be taught to use and understand staff and other musical notations.</p>	<ul style="list-style-type: none"> • perform from graphic notation. (red/yellow X X X X) • begin to record graphic notation • recognise crotchets, quavers and crotchet rests • begin to recognise 4/4 time signatures
<p>Knowledge of Music (KS2)</p>	<p>Pupils should be taught to develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • begin to recognise the names of some composers • begin to appreciate different genres of music from different eras. C20th Nationalistic, film, popular

Year 4

<p>Performing</p>	<p>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</p>	<ul style="list-style-type: none"> • sing in tune with awareness of others. • perform simple melodic and rhythmic parts with awareness of others. • improvise repeated patterns growing in sophistication. • sing songs from memory with accurate pitch. • maintain a simple part within a group. • understand the importance of posture and pronouncing the words in a song well. • show control in voice. • play notes on instruments with care. • perform with control and awareness of what others in the group are singing or playing • compose music that combines musical elements. • carefully choose and order sounds to achieve an effect. • create short musical patterns with long and short sequences and rhythmic phrases.
<p>Listening</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen to different types of composers and musicians. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<ul style="list-style-type: none"> • to notice, analyse and explore the way sounds can be combined and used expressively. • to comment on musicians use of technique to create effect. • explain the tempo, dynamics and duration of a piece of music • begin to recognise a wider range of music genres. • recognise a growing number of orchestral instruments played in a piece of music. • express an opinion about pieces of music using appropriate musical vocabulary. • discuss similarities and differences in pieces of music
<p>Composing</p>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> • compose music that combines several layers of sound. • awareness of the effect of several layers of sound. • compose and perform melodies and songs. • use sound to create effects. • recognise and create repeated patterns with a range of instruments. • create accompaniments for tunes. • compose music that has a recognisable structure (beginning, middle and end).
<p>Notation</p>	<p>Pupils should be taught to use and understand staff and other musical notations.</p>	<ul style="list-style-type: none"> • confidently perform from and record graphic notation. (red/yellow X X X X) • begin to be able to recognise some notes on a treble clef staff. • recognise and understand 3/4 & 4/4 time signatures. • recognise crotchets, quavers, semibreves and crotchet rests.
<p>Knowledge of Music (KS2)</p>	<p>Pupils should be taught to develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • begin to recognise the names of some composers. • understand that there are different genres of music from different eras.

		Year 5
Performing	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.	<ul style="list-style-type: none"> • create songs with an understanding of the relationship between lyrics and melody • whilst performing by ear and from notations, maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect • independently maintain a part in a round • breathe well and pronounce words, change pitch and show control in singing • perform songs with an awareness of the meaning of the words • perform songs in a way that reflect the meaning and the occasion • sustain a drone or melodic ostinato to accompany singing • play an accompaniment on an instrument • use correct technique to play instruments with improved confidence and accuracy
Listening	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<ul style="list-style-type: none"> • recognise and explore the relationship between sounds • recognise and explore how music reflects different intentions • explain the tempo, dynamics, metre, and duration of a piece of music • recognise a range of music genres (including from around the world) and describe their characteristics • recognise instruments being played in a greater range of music • discuss similarities and differences in pieces of music and share ideas about how composers and performers achieve this
Composing	Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • compose by developing ideas within musical structures • improvise melodic and rhythmic phrases as part of a group performance • create more complex tunes, thinking about their audience • begin to consider and write lyrics for a song
Notation	Pupils should be taught to use and understand staff and other musical notations.	<ul style="list-style-type: none"> • know and use standard musical notation of crotchet, quaver, minim and semibreve • understand the importance of a time signature • begin to read notes on the musical stave, EGBDF and FACE • draw a treble clef at the correct position on the stave
Knowledge of Music (KS2)	Pupils should be taught to develop an understanding of the history of music.	<ul style="list-style-type: none"> • understand the different cultural meanings and purposes of music • understand and express opinions on the different cultural meanings and purposes of music • begin to name different musical periods

Year 6

<p>Performing</p>	<p>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.</p>	<ul style="list-style-type: none"> perform significant parts from memory and from notations with awareness of own contribution refine and improve work sing or play from memory with confidence, expressively and in tune. maintain tempo and pitch perform alone and in a group, displaying a variety of techniques sing a harmony part confidently and accurately
<p>Listening</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<ul style="list-style-type: none"> recognise, comment on and compare the use of musical devices recognise, comment on and compare the relationship between sounds recognise, comment on, compare and explore how music reflects different intentions explain the tempo, dynamics, metre, timbre and duration of a piece of music recognise a range of music genres (including from around the world) and describe their characteristics name a variety of composers and artists associated with different genres of music recognise instruments being played in a diverse range of music from different traditions and from great composers and musicians express opinion about pieces of music using appropriate musical vocabulary discuss similarities and differences in pieces of music and explain how composers and performers achieve this
<p>Composing</p>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> improvise melodic and rhythmic material within given structures show thought in selecting sounds and structures to convey an ideas use a variety of different musical devices including melody, rhythms, and chords create more complex tunes, thinking about their audience add lyrics to a composition compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics
<p>Notation</p>	<p>Pupils should be taught to use and understand staff and other musical notations.</p>	<ul style="list-style-type: none"> recognise crotchets, quavers, semibreves, crotchet and quaver rests recognise notes on a treble clef staff understand that notes are positioned differently on a bass clef read, and play from, music notation; record own compositions using music notation
<p>Knowledge of Music (KS2)</p>	<p>Pupils should be taught to develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> recognise and explore how music reflects time, place and culture understand and express opinions on the different cultural meanings and purposes of music name different musical periods



DOG & DUCK

PAWN SHOP

Who inspires us?