



Model Music Curriculum abbreviations: Listening (L), Performance (P), Musicianship (M), Singing (S), Composing (C)
National Curriculum Objectives: there are 4 in key stage 1 and 5 in key stage 2. These will be referenced by number in the following table. **Key components in all years are revisited the following year for new pupils, to accommodate mix years and to embed learning.**

Intent

Music is an essential element of the primary curriculum. Music promotes academic achievement and higher order thinking. In our school it is essential that we ensure our children access a range of progressive musical learning experiences. Music is an important life skill which promotes well being and improves cultural capital which is essential for our children at Hob Moor Community Primary Academy. In KS1 children explore music through a range of tuned and untuned percussion, including lots of singing and performing. In Year 3 and 4 children begin to focus more on tuned percussion, particularly recorder. As they progress into Year 5 and 6 children will experiment with music technology to compose and continue their journey in exploring a range of tuned and untuned percussion and music notation. Weekly singing assemblies are enjoyed by all children from Year 2 to Year 6, this will develop both their performance, literacy and language skills with the opportunity to sing a range of songs. Children are also offered to participate in a whole school choir and KS2 are offered one term of extra instrumental tuition delivered by a Music Specialist.

Implementation

Over children's time at Hob Moor, the curriculum works within the individual strands below to create engaging and enriching learning experiences:

- Singing
- Listening
- Composing
- Musicianship
- Performance

During their time at Hob Moor Community Primary Academy, children will be taught how to sing confidently and expressively and play tuned and untuned instruments precisely and with control. They will learn to recognise and name the interrelated dimensions of music – structure, tempo, pitch, dynamics, duration and timbre- and use these meaningfully in their own compositions and improvisations.

Impact

This is measured against:

- Ongoing assessments of children through learning objectives.
- Pupil and parent engagement with our school performances such as nativities and class assemblies.
- Pupil and parent voice.
- Pupil involvement with events in our local community.



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Music sequence of Knowledge:

Nursery

Children in nursery enjoy rhymes and songs and also get to experience a range of instruments performed live including ukulele and violin. Performance using percussion instruments and enjoying listening to music from all styles, times and cultures, sessions are part of a whole range of enrichment activities. We set the foundation here for successful music learning throughout our school.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.	To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower but not yet exactly pitch match.	To be able to perform a song as a group, starting and finishing together.	To be able to copy a pulse action led by a teacher when listening to music.	To be able to make a sound with an untuned percussion instrument holding it correctly.



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Music sequence of Knowledge:

Reception

Children in reception get the opportunity to learn simple songs and rhymes through singing and with basic percussion instruments, all chosen to improve language development and numeracy skills alongside the child simply enjoying making music. EYFS themes such as mini beasts, pets, fairy tales, nonsense and funny rhymes are explored. The aim is to build on the joy of music they've already experienced and provide a foundation for future music making as children transition to the Model Music Curriculum in Year 1.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes faster or slower	To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower and pitch-match two sounds.	To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer - dynamics)	To be able to make a pulse action by rocking on the floor moving in time with the music.	To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and improve musicality through listening.



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Music sequence of Knowledge:					
LISTENING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>Be aware of tempo (speed) and dynamics (volume) and respond with movement.</p> <p>Be aware of different instruments</p> <p>To listen and recognise Pop music</p>	<p>Be aware of tempo (speed) and dynamics (volume) including (getting louder/softer)</p> <p>Be aware of different instruments.</p> <p>To articulate likes and dislikes of classical music</p>	<p>To identify:</p> <p>pitch (recognising melodies and ostinatos)</p> <p>duration (rhythm and pulse)</p> <p>dynamics (forte, piano)</p> <p>tempo (allegro - fast and adagio - slow), timbre (type of sounds).</p> <p>To listen to and recognise folk music</p>	<p>To explore structure (call/response, phrases), texture (solo) and harmony .</p> <p>To listen to and recognise jazz music</p>	<p>To identify:</p> <p>dynamics (forte, piano, crescendo - getting louder) tempo (allegro and adagio), accelerando and rallentando), timbre (type of sounds).</p> <p>Dynamics and also pitch, specific rhythm patterns, articulation (legato /staccato) structure.</p> <p>Identify orchestra/band/choir and cultural music.</p>	<p>To be able to appraise all genres and apply all the dimensions of music</p> <p>To listen and identify any genre of music.</p>
VOCABULARY					
Pop music, instruments, orchestra, composer	classical music, string instruments	folk music, woodwind and brass	jazz music, percussion and pop instruments	cultural music	gaming/ electronic music, synthesiser



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Music sequence of Knowledge:					
SINGING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>Sing a variety of short songs/chanting rhymes in a group from a given pitch.</p> <p>Following musical instruction such as stop, start, loud and quiet (include music from different cultures)</p> <p>Explore call and response and mi-so pitch range.</p>	<p>Sing a song including a range of a 5th in a group from a given starting pitch.</p> <p>Following musical instructions with good intonation (in tune) including a range of dynamics (volume) and tempos (speed)</p>	<p>Sing a song including a range of a 5th and beyond in a group from a given starting pitch.</p> <p>Following musical instructions including specific terms such as forte and piano (loud/quiet) and tempos (speed)</p> <p>Sing in two parts as a class/assembly (Black Socks Sing Up)</p>	<p>Sing a song including a range of an octave with more complicated rhythms, and time signatures.</p> <p>Following musical instructions including specific terms such as crescendo/decrec. (louder & quieter) and tempos (speed) - accelerando (get faster)</p> <p>Sing three part partner songs as a key stage (Hey Mr Miller Sing Up)</p>	<p>Sing a song including a range of an octave with more complicated rhythms and syncopation.</p> <p>Following musical instructions including a range of dynamics (volume) including specific terms such as syncopation (off beat rhythm).</p> <p>Sing a three part round in music assembly.</p>	<p>Sing a song beyond the range of an octave with good stage craft, accurate intonation and good diction.</p> <p>Following musical instructions using specific terms for dynamics, tempo, rhythm and tempo specific term (rallentando - slowing down)</p> <p>Sing in four parts in music assembly.</p>
VOCABULARY					
Singing or speaking voice	Singing in tune	A round	Partner songs	Part singing, Syncopation	Stagecraft and Diction



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Music sequence of Knowledge:					
PERFORMING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>Perform a solo four beat rhythm with body percussion.</p> <p>Recognise four untuned percussion instruments and perform with musical expression.</p> <p>To perform a range of songs in the nativity as a key stage.</p>	<p>Compose and perform a 4 - 16 beat rhythm</p> <p>Recognise three tuned percussion instruments and perform with musical expression.</p> <p>Perform a range of songs in the nativity including in a small group.</p>	<p>Perform as a whole class on a recorder a range of songs including: <i>Hot Cross Buns</i>, Reading the notation BAG/crochet & paired quaver, rests.</p> <p>Perform in a concert as a key stage singing or playing with stagecraft and taking care of my instrument (including cleaning)</p>	<p>Revisit the recorder including BAG tunes, and also play additional notes C D (high and Low).</p> <p>Perform a range of tuned percussion instruments including boomwhackers and bells.</p> <p>Perform in concert as a class choir or instrumental ensemble in parts with stagecraft.</p>	<p>Perform as a whole class on untuned percussion including bucket bashing.</p> <p>Perform a range of tuned (including bells and boomwhackers).</p> <p>Perform a song in several parts in a performance.</p>	<p>Perform in the Year 6 leaving assembly singing in chorus items expressively and with good diction, following cues.</p> <p>To perform as a class on the ukulele. Open strings and at least three chords.</p> <p>To be able to assess the quality of your own and others performances and look at ways to improve.</p>
VOCABULARY					
Untuned percussion performance.	Tuned percussion, bow.	Recorder, fingering, stagecraft	Boomwhackers (how they are pitched), Bells.	Rest position, ready position.	Ukulele, chord, strum



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Music sequence of Knowledge:					
MUSICIANSHIP					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>Talk about duration, long or short notes and copy rhythms performed by my teacher. Recognise - ta and te te)</p> <p>Identify changes in pitch using correct vocabulary high/low using hand signs.</p> <p>Understand the word pulse and maintain a pulse patting knees.</p> <p>Describe different types of sound (timbre) made by percussion instruments.</p>	<p>Identify changes in pitch using correct vocabulary high/low/middle and illustrate with hand gestures.</p> <p>Maintain a pulse clapping including tempo changes. Read stick notation rhythms (10 cards) - ta and te te and rest.</p> <p>To understand the words and difference between pulse and rhythm.</p>	<p>Read stick notation with minims (ta a). Read stick notation.</p> <p>Use the actual note names for C D E or B A G in the treble clef.</p> <p>Maintain a pulse whilst playing the recorder.</p> <p>Be able to use the language about music dimensions with a vocabulary mat for scaffolding.</p>	<p>Read stick notation with a range of note values.</p> <p>Identify pitch changes and use notes names C D E F G A. using tuned percussion - bells or boomwhackers.</p> <p>Maintain a pulse whilst performing untuned percussion.</p> <p>Describe a range of orchestral instruments by name.</p> <p>Use Melody Maker (Google Chrome Music Lab) to write a simply melody using 5 notes.</p>	<p>Identify and recognise note names of a full octave for C D E F G A B C in the treble clef (boomwhackers).</p> <p>Describe some of the music dimensions pulse, pitch, rhythm, dynamics and tempo at least two without support.</p> <p>Read stick notation with semi-quavers (tika tika) Read stick notation (25 cards).</p> <p>Use Melody Maker (Google Chrome Music Lab) to write a simply melody using 8 notes.</p>	<p>To use some of the specific language of dimensions eg. dynamics, tempo and timbre including (forte, piano, crescendo, decrescendo) Timbre, types of sound - (legato - smooth and staccato - detached). Tempo (allegro - fast and adagio - slow, accelerando, getting faster and rallentando, getting slower).</p> <p>Read stick notation including ALL note values including semi-quavers (¼ notes) . .</p> <p>Describe some of the music dimensions pulse, pitch, rhythm, dynamics and tempo at least three without support.</p>
VOCABULARY					
Ta ti ti - rhythm names, pulse	Rest, Rhythm, Pitch	Notes names, tempo, dynamics	Pentatonic scale (5 note pattern of notes), timbre	Structure, crotchet, quaver, minim	Texture, Semi-quaver.



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Music sequence of Knowledge:					
Composition and Improvisation					
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KNOWLEDGE					
<p>Improvise a 4 beat rhythm using question and answer phrases.</p> <p>Experience stick and graphic notation.</p> <p>Improvise words or noises to a song.</p>	<p>Write a 4 beat rhythm using stick notation.</p> <p>Improvise words, or noises (using instruments) to go with a theme and then perform.</p>	<p>Record a rhythm I have composed using stick notation and melody using the pitches C D E Or G A B off the staff.</p> <p>I can organise these into a beginning, middle and end.</p> <p>Improvise on the recorder using the notes G A B.</p>	<p>Record a rhythm I have composed using stick notation for body percussion in A B A structure.</p> <p>Use Song Maker from Google Chrome Music Lab to compose my own rhythm and pitch piece using up to 5 notes.</p>	<p>Record a rhythm I have composed using stick notation for body percussion in A B A C A structure.</p> <p>Use Song Maker from Google Chrome Music Lab to compose my own rhythm piece using up to 8 notes plus a rhythm accompaniment.</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale.</p> <p>Use Song Maker from Google Chrome Music Lab to compose my own piece using up to 8 notes plus a rhythm accompaniment.</p>
VOCABULARY					
<p>Composer</p> <p>Thinking voice (rhythm)</p>	<p>Stick notation & rhythm</p>	<p>Melody (tune)</p>	<p>Musical structure A B A.</p> <p>Chrome music lab song maker.</p>	<p>Musical structure A B A C A,</p> <p>Score (notation sheet)</p>	<p>Pentatonic scale, accompaniment.</p>