

Ickworth Park Community Primary School Curriculum 2023-2024 MUSIC

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	<ul style="list-style-type: none"> • 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 				
Key Stage one	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Charanga</p> <p>Me! explore: growing, homes, colour, toys, how I look. children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>My stories Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art,</p>	<p>Everyone! Explore: family, friends, people and music from around the world. children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Our World Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of</p>	<p>Big Bear Funk Listen and Appraise. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. Perform and Share.</p>	<p>Reflect, rewind and replay Consolidation of learning and contextualising the history of music.</p>

		music, dance, role-play and stories.		animals and plants and explain why some things occur, and talk about changes.		
KS1	This aim is covered in every half term in KS1: 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Charanga Hey you! Introducing pulse, rhythm and pitch. perform, listen to and review. learn to sing and to use their voices, to create and compose music on their own and with others.	Rhythm in the way we walk and the banana rap. Reggae and hip- hop styles. Learn how pulse, rhythm and pitch work together. Perform and share their work.	In the Groove Singing, playing, improvisation and composition. 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.	Round and Round perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Your Imagination Mixed styles and listening to songs/music about using your imagination. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Reflect, rewind and replay Revision and creating a performance. Listen to western classical music.
Year 2	Charanga Hands, Feet, Heart Singing, playing improvisation and composition. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Ho- Ho- Ho Winter time, festivals and Christmas time. Creating a performance using music and dance. perform, listen to, review and evaluate music across a range of historical periods,	I wanna play in a band Singing, playing, improvisation and composition. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to	Zootime Reggae music. Singing, playing, improvisation and composition. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to	Friendship song Mixed styles. Singing, playing, improvisation and composition. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to	Reflect, rewind and replay Revision and creating a performance. Listen to western classical music.

		genres, styles and traditions.	learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	
KEY STAGE TWO	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;	<ul style="list-style-type: none"> 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 interrelated 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 					
Year 3	Learning an instrument (Baritone) in Whole Class Ensemble Teaching by peripatetic teacher from Suffolk County Music Service (see below)					
Year 4	Learning an instrument (Cornet) in Whole Class Ensemble Teaching by peripatetic teacher from Suffolk County Music Service (see below)					
Year 5	Learning an instrument (Clarinet) in Whole Class Ensemble Teaching by peripatetic teacher from Suffolk County Music Service (see below)					
Year 6	Learning an instrument (Flute) in Whole Class Ensemble Teaching by peripatetic teacher from Suffolk County Music Service (see below)					

Guitar Year 3 Sing & Play	Listen, Reflect & Appraise	Explore & Compose	Perform
<p>Using the voice:</p> <ul style="list-style-type: none"> • sing confidently being aware of posture & good diction • Breathing at sensible points within/at end of a phrase, with an increasing awareness of the tone of their voices and the shape of the melody • Sing two-part rounds with more confidence and increasing pitch accuracy • Copy short phrases and be able to sing up and down in step independently. <p>Using a guitar:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture with minimal hand and finger movement. • Play using appropriate right- hand technique • Play keeping left hand fingers on their tips and behind the fret for closed mutes. • Play using the thumb for choral strumming and in playing full chords with rhythmic patterns. • Copy and improvise simple rhythmic and melodic phrases. • Play using increasingly good tone • Play from notations and by ear <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control – maintaining a steady pulse – at various tempi – at different dynamics • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together 	<p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces/extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate - a steady pulse/no steady pulse – a specific rhythm pattern or event – the speed (TEMPO) of the music – the volume (DYNAMICS) – the melody • Talk about music using appropriate musical terms/language • Notice and explore how music reflects time, place and culture <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music and listened to, sung or played:</p> <ul style="list-style-type: none"> • Pitch • Dynamics • Tempo • Pulse • Rhythm (including names of symbols) • Meter (Beats in a bar) • Tonality – major – minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Plucking, strumming, fretting • Parts of the instrument 	<p>Explore and Compose</p> <ul style="list-style-type: none"> • Long and short sounds • The rhythm patterns of words and sentences • Changes in pitch • Sequences of sound • Sounds in response to a stimulus (visual, notation or aural) <p>Improvise</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes • Repeated rhythmic patterns • Rhythm patterns from words <p>Perform to a range of audience over the year including:</p> <ul style="list-style-type: none"> • Each other • Other classes & staff within school • Whole Key Stage/Whole School • To parents • Outside school to other schools and unknown audiences <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.</p> <p>Demonstrate increasing accuracy and control in singing and playing during performance as the year progresses.</p>	

Repertoire <ul style="list-style-type: none"> • Vocal Repertoire: Range: Minimum one octave C-C' or D-D' with occasional supported singing to a ninth • Structure and texture: unison, accompanied & unaccompanied, call and copy, call and response, partner songs, short rounds and ostinato. • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g. repeated sections – including repeat marks) 			

Guitar Year 4 Sing & Play	Listen, Reflect & Appraise	Explore & Compose	Perform
Using the voice: <ul style="list-style-type: none"> • sing confidently being aware of posture & good diction • Breathing at sensible points within/at end of a phrase, with an increasing awareness of the tone of their voices and the shape of the melody • Sing two-part rounds with more confidence and increasing pitch accuracy • Copy short phrases and be able to sing up and down in step independently. 	Listen to and talk about a wide range of diverse repertoire including: <ul style="list-style-type: none"> • Listen with concentration to longer pieces/extracts of music • Listen to live/recording extracts of different kinds of music and identify where appropriate - a steady pulse/no steady pulse – a specific rhythm pattern or event – the speed (TEMPO) of the music – the volume (DYNAMICS) – the melody • Talk about music using appropriate musical 	Explore and Compose <ul style="list-style-type: none"> • Long and short sounds • The rhythm patterns of words and sentences • Changes in pitch • Sequences of sound • Sounds in response to a stimulus (visual, notation or aural) 	Perform to a range of audience over the year including: <ul style="list-style-type: none"> • Each other • Other classes & staff within school • Whole Key Stage/Whole School • To parents • Outside school to other schools and

<p>Using a guitar:</p> <ul style="list-style-type: none"> Increasing use of appropriate posture with minimal hand and finger movement. Play using appropriate right-hand technique Play keeping left hand fingers on their tips and behind the fret for closed chords. Play using the thumb for choral strumming and in playing full chords with rhythmic patterns. Copy and improvise simple rhythmic and melodic phrases. Play using increasingly good tone Play from notations and by ear <p>Ensemble skills:</p> <ul style="list-style-type: none"> Play/sing with control – maintaining a steady pulse – at various tempi – at different dynamics Work and collaborate in smaller groups Follow a leader (teacher) starting and stopping together <p>Repertoire</p> <ul style="list-style-type: none"> Vocal Repertoire: Range: Minimum one octave C-C' or D-D' with occasional supported singing to a ninth Structure and texture: unison, accompanied & unaccompanied, call and copy, call and response, partner songs, short rounds and ostinato. Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (eg repeated sections – including repeat marks) 	<p>terms/language</p> <ul style="list-style-type: none"> Notice and explore how music reflects time, place and culture <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music and listened to, sung or played:</p> <ul style="list-style-type: none"> Pitch Dynamics Tempo Pulse Rhythm (including names of symbols) Meter (Beats in a bar) Tonality – major – minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> Plucking, strumming, fretting Parts of the instrument 	<p>Improvise</p> <ul style="list-style-type: none"> A simple melody from a selected group of notes Repeated rhythmic patterns Rhythm patterns from words 	<p>unknown audiences</p> <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.</p> <p>Demonstrate increasing accuracy and control in singing and playing during performance as the year progresses.</p>
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Year 5 Flute Sing & Play	Listen, Reflect and Appraise	Explore and Compose	Perform
<p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Breathing at sensible points within/at end of a phrase, with an increasing awareness of the tone of their voices and the shape of the melody • Sing two-part rounds with more confidence and increasing pitch accuracy • Copy short phrases and be able to sing up and down in step independently. <p>Using a Flute:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture/instrument hold both sitting and standing for good embouchure and ease of breath • Play between 5 notes and 8 notes including flats/sharps • Use the tongue to start notes (tonguing) for articulation of faster/rhythmic passages, maintain airflow for slurring and develop good finger coordination • Make the aural link between a note's pitch and its letter name/finger pattern • Play using increasingly good tone • Play from notations and by ear <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: <ul style="list-style-type: none"> • a) maintaining steady beat • b) getting faster or slower • c) getting louder or quieter • work and collaborate in smaller groups 	<p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces/extracts of music • Listen to live/recording extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ❖ A steady pulse/no steady pulse ❖ A specific rhythm pattern or event ❖ The speed (TEMPO) of the music ❖ The volume (DYNAMICS) ❖ The melody • Talk about music using appropriate musical terms/language • Notice and explore how music reflects time, place and culture. <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch (including note names/finger numbers) • Dynamics (loud/quiet) • Tempo (fast/slow) • Pulse • Rhythm (including names of symbols eg crotchet) • Metre (Beats in a bar) • Tonality – major/minor 	<p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds (rhythm-duration appropriate to the music being played and sung (eg crotchet, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual eg notation – or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (eg a pentatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words 	<p>Perform to a range of audience over the year including:</p> <ul style="list-style-type: none"> • Each other (within class) • Other classes and staff within the school • Whole Key Stage/Whole School (in Assembly or similar) • To parents (school concert/assembly) • Outside the school to other schools and unknown audiences (eg Suffolk County Music WCET Festival, 'Celebration' (Britten Pears Arts), Young Voices O2 arena, other opportunities arising in the local community) <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.</p> <p>Demonstrate increasing accuracy and control in</p>

<ul style="list-style-type: none"> Follow a leader (teacher) starting and stopping together <p>Repertoire:</p> <ul style="list-style-type: none"> VOCAL Repertoire: Range: Minimum one octave C-C' or D-D@ with occasional supported singing to a ninth (eg leading up/down by step, not jumping from a lower/higher note) Vocal: Structure and texture: more complex unison, accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/longer rounds and ostinato, simple part singing Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (eg repeated sections including repeat marks) 	<p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Embouchure • Tonguing and slurring • Register – upper, middle, lower • Parts of the instrument 	<p>Compose:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (eg a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinato) • Rhythm patterns from words 	<p>singing and playing during performance as the year progresses.</p>
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Year 6 Clarinet Sing & Play	Listen, Reflect and Appraise	Explore and Compose	Perform
<p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction • Plan breathing to begin singing and to allow for longer phrases • Sing with an increasing awareness of the tone of their voices and the shape of the melody • Sing two or more-part rounds and part-songs with more confidence, independence and increasing pitch accuracy <p>Using a Clarinet:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture/instrument hold both sitting and standing good embouchure and ease of breath • Play between 8 and 11 notes (scalar G-G including flats/sharps) • Use the tongue to start notes (tonguing) for articulation of faster/rhythmic passages • Make the aural link between a note's pitch and its letter name/finger position • Play using increasingly good tone and breath control for 2 bar phrases • Play from notations and by ear <p>Ensemble Skills:</p> <ul style="list-style-type: none"> • Play/sing with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together 	<p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces/extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ❖ a steady pulse/no steady pulse ❖ a specific rhythm pattern or event ❖ the speed (TEMPO) of the music ❖ the volume (DYNAMICS) • the melody • Notice and explore how music reflects time, place, and culture. • Talk about music using appropriate musical terms/language <p>Begin to use a technical vocabulary, including the interrelated dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch (including note names/finger numbers) • Dynamics (loud/quiet – piano/forte) • Tempo (slow/fast – adante, presto) • Pulse • Rhythm (including names of symbols eg., crotchet, quavers, crotchet rest, minim) • Metre (Beats in a bar) • Tonality – major/minor 	<p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds (rhythm – duration appropriate to the music being played and sung (eg., crotchets, beamed quavers, crotchet rests, minims) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual – eg., notation – or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (eg., a pentatonic/diatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns 	<p>Perform to a range of audiences over the year including:</p> <ul style="list-style-type: none"> • Each other (within the class) • Other classes and staff within the school • Whole Key Stage/Whole school (in Assembly or similar) • To parents (school concert/assembly) • Outside the school to other schools and unknown audiences (eg., Suffolk County Music, Young Voices at the O2 arena, Celebration Britten Pears Arts ,other opportunities in the local community) <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.</p> <p>Demonstrate increasing accuracy and control in singing and playing during</p>

<p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal: Range: Minimum one octave C-C' or D-D' with occasional supported singing to a ninth (e.g. leading up/down by step, not jumping from a lower/higher note) • Vocal: Structure and texture: more complex unison, both accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/longer rounds and ostinato, simple part-singing • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (eg., repeated sections – including repeat marks) 	<p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Embouchure • Tonguing/slurring • Parts of the instrument • Pitch (including note names/finger numbers) • Dynamics (loud/quiet – piano/forte) • Tempo (slow/fast – andante, presto) • Pulse • Rhythm (including names of symbols eg., crochet, quavers, crotchet, rest, minim) • Metre (Beats in a bar) • Tonality – major/minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Embouchure • Tonguing/slurring • Parts of the instrument 	<p>(ostinato)</p> <ul style="list-style-type: none"> • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • Short A simple melody from a selected group of notes (eg., a pentatonic scale or set known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm Patterns from words 	<p>performance as the year progresses.</p>
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