

# Dame Catherine Harpur's Music Curriculum



## Our vision for music

At Dame Catherine's we aim for music to be embedded in every aspect of school and for every child to adopt a lifelong love of music. We build on the musical horizons of each child and provide a variety of opportunities for children to share their musical skills at different events both in and outside school. It is our aim that each child becomes a confident performer and we support children as individuals who are less confident and encourage them to flourish.

### Intent : what we teach and why we teach it

Music sessions are lively and interactive and influenced by the children's interests. Children who play instruments are encouraged to build on their skills in school and opportunities for performing and extending their learning are built into the wider curriculum. Music lessons aim to help all the children flourish in other areas of learning. We recognise that singing songs and dancing to music as well as contributing towards performing, has a positive effect on relationships and children feeling part of a community.

Children aged 7-11 have the opportunity to develop skills in playing instruments. We believe in providing children with as much choice as possible. As groups are small, we build 'making music' sessions around the cohort of children we have in school and have the flexibility to provide small group tuition. As a staff we are able to teach keyboard, piano, flute, saxophone, baritone, trumpet and cornet, which we can offer to children.

During their music lessons children will also be learning songs in different languages, celebrating the different cultures within the school and around the world. We also welcome visitors into school whenever possible so the children can listen to live music.

Throughout their time at Dame Catherine's children will have the opportunity to explore music of many different genres and from a variety of time periods.

### **Implementation: what this looks like in practice**

This will be through a combination of curriculum themes and discrete opportunities. A significant number of the smaller challenge questions will include music. Theme days or weeks and preparing for performances will play a role in supporting this model, as will our 'Off Piste' work, where we respond to events happening in the world and experiences or ideas from individual children.

There are details of the areas to be incorporated over time in our coverage and progression document for music, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available, including adult expertise, which support us in providing exciting and relevant learning experiences. Key skill areas are built into these progression and coverage documents to ensure that children progress in 'becoming a musician' as they move through the school.

Singing is an important part of our school. Children play an important role in choosing songs to perform and have the freedom to spend some of their free time singing, dancing and enjoying themselves. Many of our performances are borne out of their ideas and requests to learn specific songs and sharing their opinions provide staff with ideas to help shape the curriculum, both the music curriculum and also how music and performance fit into the wider curriculum. Children are also given the freedom to learn from each other, which works well in music, given the diverse experiences they bring into the school. Older children often teach younger children. Lower down the school, including in our pre-school music and movement sessions happen most days and help children to develop confidence and self-esteem, whilst also becoming healthy. In these sessions the children are taught different styles of exercise including Yoga.

### **Impact: the effects of the experiences the children have in DCHS**

Through our discussions with children, it will be evident that they have a growing appreciation and love for music. Their improving skills and confidence will be evident from their performances. They will show a deepening understanding and use of musical vocabulary and begin to be able to read music. Children are inspired to further develop their knowledge and love of music show this by their involvement in opportunities provided for them in school.

## Our curriculum overview

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
<b>Contexts will be the same as for the 5-7 year olds</b>		
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, 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.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

5-7 years stages D and A	7-11 years stages M, E, C and H
<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Begin to play untuned and tuned instruments musically</li> <li>• Listen with concentration to a range of live and recording music of different genres and related to different traditions and cultures, including songs in other languages.</li> <li>• be able to name a number of different instruments and begin to see or hear similarities and differences between instruments.</li> <li>• have a basic awareness of the sounds a small number of instruments make</li> <li>• play and perform in solo or in a group, using voices and instruments</li> <li>• listen with detail and begin to recall sounds from memory</li> <li>• experiment with creating and combining sounds</li> </ul> <p><b>Children will begin to develop a range of skills within the following areas:</b></p> <ul style="list-style-type: none"> <li>• Controlling sounds through singing and playing (playing and performing)</li> <li>• Creating and developing musical ideas (creating and composing)</li> <li>• Music appreciation</li> <li>• Listening and applying knowledge and understanding</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of the history of music, linking composers to musical eras.</li> <li>• recognise and develop an understanding of the features of a number of musical genres for example jazz, blues, rock and Latin</li> <li>• develop knowledge of musical theatre productions</li> <li>• appreciate and understand a wide range of live and recorded music related to different traditions and cultures and in different languages</li> <li>• be able to name a range of instruments and link them to the type of instrument and have a basic awareness of the sounds they make</li> <li>• play and perform in solo or ensemble contexts, using voices and instruments</li> <li>• improvise and begin to compose short pieces of music</li> <li>• listen with detail and recall sounds from memory</li> </ul> <p><b>Children will further develop a range of skills within the following areas:</b></p> <ul style="list-style-type: none"> <li>• Controlling sounds through singing and playing (playing and performing)</li> <li>• Creating and developing musical ideas (creating and composing)</li> <li>• Music appreciation</li> <li>• Listening and applying knowledge and understanding</li> </ul>



## Abilities and skills to become a good musician

5-7 years

Area	5-7 years to include:	7-11 years to include:
<p><b>Controlling sounds through singing and playing (playing and performing)</b></p>	<p><b>Singing</b>            Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.            Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.            Sing songs regularly with a pitch range of do-so with increasing vocal control.            Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause)</p> <p><b>Pulse / beat</b>            Walk, move or clap a steady beat with others, changing the speed of the beat            Use body percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.            Respond to the pulse in recorded/live music through movement and dance, e.g. stepping, jumping, walking on tiptoes.            Understand that the speed of the beat can change, creating a faster or slower pace</p>	<p><b>Singing</b>            Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.            Sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).            Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.            Perform a range of songs to audiences.</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.            Sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts            Perform a range of songs to a wider audience.</p>

	<p>(tempo). Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to,</p> <p><b>Rhythm</b> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Can you come and play?) Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p><b>Pitch</b> Sing familiar songs in both low and high voices and lay a range of singing games based on the cuckoo interval Explore percussion sounds to enhance storytelling Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the Drum Recognise dot notation and match it to 3-note tunes played on tuned percussion</p>	<p><b>Performing</b> Develop basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies using a small range of notes (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Copy short melodic phrases.</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p><b>Reading notation and music</b> Understand how staves are constructed and the use of lines and spaces. Understand how the right and left hand of a piece of piano / keyboard music look and the function of treble and bass clefs. Introduce and understand the differences between minims, crotchets, semibreves, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
<p><b>Creating and developing musical ideas (improvising, creating and</b></p>	<p>Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p>	<p>Improvise a limited range of notes / pitches, making use of musical features including smooth (legato) and detached (staccato). Combine known rhythmic notation with letter names to create short pentatonic phrases using up to 5 pitches/notes, suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>

<p><b>composing)</b></p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.          Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.          Use music technology, if available, to capture, change and combine sounds.          Recognise how graphic notation can represent created sounds.          Explore and invent own symbols</p> 	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.          Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano.) Use chord changes as part of an improvised sequence</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. For children who have more in-depth existing knowledge include other keys such as G major. Note the melody. These melodies can be enhanced with rhythmic or chordal accompaniment.          Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Where children play an additional instrument to a keyboard / piano (instrument in the key of C) compare and contrast instruments and how the notes relate to each other eg. clarinet and piano, guitar and keyboard.</p>
<p><b>Music appreciation, listening and applying knowledge and understanding</b></p>	<p>Listen to a wide variety of musical genres          Recognise a number of different musical instruments          Express opinions about pieces of music          Talk about when and why they might hear a specific type or piece of music eg. a lullaby, wedding march etc.          Begin to understand that musical elements can be used to create different moods and effects.          Begin to understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Have a basic awareness of genres of music from different periods of history, including a variety of genres from 20<sup>th</sup> century.          Find the beat          Explain the tempo and dynamics          Recognise a range of music genres          Recognise instruments being played in a piece of music          Express their opinion about pieces of music using appropriate musical vocabulary          Discuss similarities and differences in pieces of music</p> <p>Have an increased awareness of genres of music from different periods of history, including a variety of genres from 20<sup>th</sup> century.          Recognise an increasing number of instruments and describe their effect in a piece of music</p>

		<p>Recognise music genres including from a range of regions of the world and describe their characteristics</p> <p>Name a variety of composers and artists associated with different genres of music and from different time periods</p> <p>Express their opinion about pieces of music using appropriate musical vocabulary</p> <p>Discuss similarities and differences in pieces of music and explain how these are achieved.</p>
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### Contexts for Knowledge and Understanding ( 3 / 4 year cycle of coverage)

#### 5-7 year olds

Year and term	Coverage	Curriculum question (where relevant)	Focus skill areas	Progression notes (according to year groups or existing musical knowledge and ability)
2021-22 Autumn	Learning end of term performance songs and performing for parents		<p>Singing in a group</p> <p>Holding a tune by matching the pitch and following the melody.</p> <p>Performing in groups.</p>	
2021-22 Spring	Charanga: In the Grove Blues, baroque, Latin, Bhangra, Folk	N/A	<p>Listening to and discussing pieces of music of different genres.</p> <p>Expressing opinions on pieces of music.</p> <p>Moving to beat of different pieces</p> <p>Pulse – identify and beating a pulse</p> <p>Tempo – describing tempos, identifying changes in tempo</p> <p>Rhythm – joining in with/copying a given rhythm, making up own rhythms</p> <p>Texture</p> <p>Explore creating melodies/rhythms using tuned and untuned instruments</p>	<p>Children with basic musical skills given basic pulse, with higher ability children given more complex rhythms to copy.</p> <p>Differentiated questions relating to pieces of music.</p>

2021-22 Summer	National Forest String Quartet project performance	Off Piste (part of KS2 project)	<p>Focus on string instruments.</p> <p>Opportunity to take part in a performance and workshop by a visiting professional string quartet</p> <p>Recognise instruments and describe their effect in a piece of music. Consider how instruments are used in a variety of ways to represent and mimic other sounds (animals, nature)</p>	
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### 7-11 year olds

Year and term	Coverage	Curriculum question (where relevant)	Focus skill areas	Progression notes (according to year groups or existing musical knowledge and ability)
2021-22 Autumn	Soul music	n/a	<p>Music appreciation.</p> <p>Singing</p> <p>Listening and applying K and U</p> <p>Music terms chorus, verse, bridge, dynamics, hook, riff.</p>	
2021-22 Autumn	Playing a tuned instrument Beginners piano Music theory	n/a	Playing bass and treble clef, middle C both hands and simple tune with several notes both hands using fingers 1-5 on both hands. Children learnt to play jingle bells using 2 hands.	Taught at own pace from own starting point. Differentiated by teaching chords on piano with existing knowledge of chords from guitar
2021-22 Autumn	Performance: 4 songs, one with 2 vocal parts.  5 carols (silent night in 2 languages)	Christmas market and end of term play and performance	Playing and performing (singing and tuned instruments)	Children who play other instruments included (guitar, flute) at Christmas market and end of term performance.

	All children who wanted to had a chance to perform on the keyboard in front of parents			
2021-22 Spring	Apples of Iduna : BBC music Greek mythology Singing	Are Myths Merely Misconceptions?	Singing	
2021-22 Spring	African music and musical instruments  Performance of songs, including in different parts  Link with science and DT	Are Myths Merely Misconceptions?	Use Boomwhackers to perform Africa as a class Perform a song (call and response song) in 4 parts using one of 4 different percussion instruments and singing in another language. Recognise music genres from a different region of the world.  Learn about instruments used in some African countries and how the sound is created using those instruments (link with science) Consider pitch and tone.  Study the kalimba and design and make their own (link with DT)	Parts chosen according to existing musical skill and ability.
2021-22 Summer	History of music since 1920s. Genres of the 20 <sup>th</sup> Century.  Technology and how people listened to music over the past 70 years  Key moments in musical history (first video on MTV, first live global concert, Live Aid)  Famous bands and artists (eg. Elvis, Beatles)  Jubilee Pageant and representations of the decades.	The 2 <sup>nd</sup> Elizabethan Era: a Good Review?	Focus on listening and music appreciation  Performance of 'I wanna hold your hand,' 'All you need is Love' and Electric Dreams.  Include instruments (boomwhackers, keyboard, flute, clarinet and guitar into the Beatles songs)  All children encouraged to join in with a specific note and phrase using various instruments in 'I Wanna Hold Your Hand.'  Opportunity for children to sing and play with a live band in front of an audience (all parents) in the garden (end of term)	Consideration given to individuals and parts built around children eg. simplified clarinet part written for All You Need is Love. Guitar coaching for child to adapt parts for songs.

	<p>Performance of 'I wanna hold your hand,' 'All you need is Love' and Electric Dreams.</p> <p>Include instruments (boomwhackers, keyboard, flute, clarinet and guitar into the Beatles songs)</p> <p>Opportunity for children to play with a live band</p> <p>Contributed to adapting song for performance (Those were the Days)</p>		<p>Improvised and adapted song for performance ( Those were the Days)</p>	
	<p>National Forest String Quartet project with 4 other schools. Performance and workshop at school by string quartet and our children joined in the performance at the Timberfest.</p>	<p>Off Piste (project)</p>	<p>Focus on string instruments.</p> <p>Recognise instruments and describe their effect in a piece of music. Consider how instruments are used in a variety of ways to represent and mimic other sounds (animals, nature)</p> <p>Copy and improvise sounds with their voice and with branches and leaves to fit with the mood and the environment.</p> <p>Take part in a large music performance with a large audience at a public event</p> <p>Take part in performing a specially written piece by a national young composer</p> <p>Meet and talk with professional musicians from a range of countries.</p>	