



Music Curriculum – Year 3 and 4– Cycle B

Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Pedagogy - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Expressive Arts in the Early Year Foundation Stage – See Early Years Curriculum

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: ♣Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; ♣Share their creations, explaining the process they have used; ♣ Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: ♣Invent, adapt and recount narratives and stories with peers and their teacher; ♣Sing a range of well-known nursery rhymes and songs; ♣Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Subject Content National Curriculum

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned 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 inter-related dimensions of music.

	Autumn		Spring		Summer	
	<i>Rhyming in Time</i>	<i>Christmas Nativity Performance</i>	<i>Music Inspired By The World Around Us</i>	<i>Exploring Rhythm Patterns</i>	<i>Around the World</i>	<i>The Power of Communication</i>
Objectives	1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	1. Find and move to the beat. 2. Move creatively, expressively and with control.	1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
‘I can’ Statements	I can move in time with the beat if the music speeds up, I speed up; if it slows down, I slow down. I feel confident when I chant, rap or sing, and can make my voice sound just like the music. I know that tempo means the speed of the music. I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.		I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. I can dance, sing along, or make sounds that go with a song’s words and tune. I can get ideas for making music from the world around me, like the sound of rain or a busy street. I can make music using my voice, my body (like clapping!), or the instruments in our classroom. I can be brave and share my music with other people. I can talk about how music makes me feel and describe the sounds that I hear	I can find patterns in music that happen again and again, and join in by clapping, singing, or playing. I know repeated patterns are called ostinatos. I can make up my own beat patterns using long sounds, short sounds, and quiet bits. I can listen to a musical question and give a musical answer. I can put singing, rapping, and clapping together to perform a little piece of music. I can read rhythms made from symbols or blobs, and I can write my own rhythms down too.	I can listen to songs from all over the world and talk about the sounds I hear, like if it’s fast or slow or if the speed changes. I know that tempo means speed. I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves! I can name the different instruments I hear in a song. I can play simple tunes on instruments by following a pattern. I can make music with my friends by singing and playing together as a team.	I can show what a song is about using my singing voice and my hands. I can sing parts of a song all by myself and show feelings with my voice. I can use puppets to share happy thoughts and feelings. I can practice with my friends to get ready for a show and perform our songs or rhymes for others. I can think about my feelings and my friends’ feelings to help me sing with my whole heart.

					<i>I can talk about how performing music makes me feel and what I like about a song.</i>	
Vocabulary	See Folder for full vocab lists and glossary of terms.					
Progression	See Folder for full details of progression in the music units of learning.					