



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.

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.

Key stage 2

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:

- ♣ 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 inter-related 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.

	Autumn		Spring		Summer	
	A Shining Performance	Singing and Traditions	Music and Video	Exploring Musical Contrasts	Music and Sound	Round and Round
Objectives	1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching. 2. Understand contrasting traditions and stories.	1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.
‘I can’ Statements	I can point out the notes G, A, and B in a new song. I can compose my own music inspired by a story, a picture, or a feeling. I can add actions to songs and keep in time with my friends. I can look at a piece of music and point to the five lines (the stave) and the clef.	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.	I can use a storyboard to plan and show what will happen in my part of the class music video. I can make a short video using music, art, dance, or drama to tell a story. I can draw a self-portrait that shows what I look like and what makes me unique. I can create my own avatar that shows me in a fun and imaginative way. I can explain how my avatar is like me and how it is different from real life.	I know that forte means loud, piano means quiet, staccato means short, and legato means smooth. I can play instruments confidently, using tuned and untuned parts. I can identify and perform musical contrasts in pitch, dynamics, and articulation. I can sing the main and second vocal parts accurately and with expression. I can keep my own line whilst others play different parts.	I can listen carefully to different pieces of music and identify similarities, differences, and can start to describe the pieces in relation to timbre, tempo, structure and dynamics. I know Vivaldi composed during the Baroque era. I can contribute ideas to my group’s composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas	I can sing songs and rounds with small and large pitch leaps. I can maintain accurate pitch and rhythm and use dynamics when performing with others. I can listen to my classmates and adjust my singing to blend in an ensemble. I can perform songs confidently to an audience. I can reflect on my performance and suggest ways to improve.

				I can play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.	into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre. I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.	
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.					