

**Music At Goostrey – Essentials Curriculum**

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| **Essentials Curriculum Characteristics in Music** | |
| • A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.  • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.  • Very good awareness and appreciation of different musical traditions and genres.  • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.  • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.  • A passion for and commitment to a diverse range of musical activities. | |
| **Breadth of Study** | |
| **Key Stage 1** | **Key Stage 2** |
| • Use their voices expressively 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.  • Make and combine sounds using the inter-related dimensions of music. | • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.  • Improvise and compose music using the inter-related dimensions of music separately and in combination.  • Listen with attention to detail and recall sounds with increasing aural memory.  • Use and understand the basics of the stave and other musical notations.  • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.  • Develop an understanding of the history of music. |
| **Threshold Concepts** | |
| * **Perform**   This concept involves understanding that music is created to be performed.   * **Compose**   This concept involves appreciating that music is created through a process which has a number of techniques.   * **Transcribe**   This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.   * **Describe music**   This concept involves appreciating the features and effectiveness of musical elements. | |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Milestone 1** | **Milestone 2** | **Milestone 3** | | **Perform** This concept involves understanding that music is created to be performed. | • Take part in singing, accurately following the melody.  • Follow instructions on how and when to sing or play an instrument.  • Make and control long and short sounds, using voice and instruments.  • Imitate changes in pitch. | • Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Pronounce words within a song clearly.  • Show control of voice.  • Play notes on an instrument with care so that they are clear.  • Perform with control and awareness of others. | • Sing or play from memory with confidence.  • Perform solos or as part of an ensemble.  • Sing or play expressively and in tune.  • Hold a part within a round.  • Sing a harmony part confidently and accurately.  • Sustain a drone or a melodic ostinato to accompany singing.  • Perform with controlled breathing (voice) and skillful playing (instrument). | | **Compose** This concept involves appreciating that music is created through a process which has a number of techniques. | • Create a sequence of long and short sounds.  • Clap rhythms.  • Create a mixture of different sounds (long and short, loud and quiet, high and low).  • Choose sounds to create an effect.  • Sequence sounds to create an overall effect.  • Create short, musical patterns.  • Create short, rhythmic phrases. | • Compose and perform melodic songs.  • Use sound to create abstract effects.  • Create repeated patterns with a range of instruments.  • Create accompaniments for tunes.  • Use drones as accompaniments.  • Choose, order, combine and control sounds to create an effect.  • Use digital technologies to compose pieces of music. | • Create songs with verses and a chorus.  • Create rhythmic patterns with an awareness of timbre and duration.  • Combine a variety of musical devices, including melody, rhythm and chords.  • Thoughtfully select elements for a piece in order to gain a defined effect.  • Use drones and melodic ostinati (based on the pentatonic scale).  • Convey the relationship between the lyrics and the melody.  • Use digital technologies to compose, edit and refine pieces of music. | | **Transcribe** This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. | • Use symbols to represent a composition and use them to help with a performance. | • Devise non-standard symbols to indicate when to play and rest.  • Recognise the notes EGBDF and FACE on the musical stave.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.  • Read and create notes on the musical stave.  • Understand the purpose of the treble and bass clefs and use them in transcribing compositions.  • Understand and use the # (sharp) and ♭ (flat) symbols.  • Use and understand simple time signatures. | | **Describe music** This concept involves appreciating the features and effectiveness of musical elements. | • Identify the beat of a tune.  • Recognise changes in timbre, dynamics and pitch. | • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  • Evaluate music using musical vocabulary to identify areas of likes and dislikes.  • Understand layers of sounds and discuss their effect on mood and feelings. | • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:      • pitch      • dynamics      • tempo      • timbre      • texture      • lyrics and melody      • sense of occasion      • expressive      • solo      • rounds      • harmonies      • accompaniments      • drones      • cyclic patterns      • combination of musical elements      • cultural context.  • Describe how lyrics often reflect the cultural context of music and have social meaning. | | |