

St Thomas More Catholic Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities				Arts & Culture			Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

Music (Key Stage 2)

A St Thomas More musician will:

- Have a deeper understanding of their world
- Use teamwork and co-operation skills
- Enjoy learning in a practical way
- Have freedom to investigate their ideas
- Think independently and raise questions.
- Develop confidence in practical skills.
- Have a passion for music and its application in past, present and future technologies.

Supporting community priorities:

- Being language rich.
- Cultural and creative experiences.
- Enjoying different genres of music and appreciating musical diversity.

Perform

	Year 3 pink	Year 4 yellow	Year 5 green	Year 6 orange
Knowledge	<ul style="list-style-type: none"> • To understand that performing is sharing music with an audience with belief. • A performance is an act that has been planned and learned for each occasion. • To understand that to perform, the performers must project their voices, clearly. 		<ul style="list-style-type: none"> • To understand that a performance is to a group of people, including people you don't know. • A performance involves communicating ideas, thoughts and feelings about the song/music. 	
Skills	<ul style="list-style-type: none"> • Maintain a simple part within a group. • Pronounce words clearly within a song. • Show control of voice. • Play notes on an instrument with care so that they are clear. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Hold a part within a round. • Sustain a drone or a melodic ostinato to accompany singing. 	<ul style="list-style-type: none"> • Sing or play expressively and in tune. • Perform solos or as part of an ensemble. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (with instrument). • To discuss and talk musically 'what went well' and 'even better if...'

Compose

	Year 3 pink	Year 4 yellow	Year 5 green	Year 6 orange
Knowledge	<ul style="list-style-type: none"> To understand that composition is music that is created. To understand that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. 		<ul style="list-style-type: none"> To understand that notation is to recognise the connection between sound and symbol. 	
	<ul style="list-style-type: none"> Use sound to create abstract affects. Create repeated patterns with a range of instruments. Create accompaniments for tunes 	<ul style="list-style-type: none"> Compose and perform melodic songs. Use drones as accompaniments Choose, order, combine and control sound to create an affect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> Create a song with chorus and verse. Thoughtfully select elements for a piece in order to gain a defined effect. Convey the relationship between the lyrics and melody. 	<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati based on the pentatonic scale. Use digital technologies to compose, edit and refine pieces of music.

Transcribe

	Year 3 pink	Year 4 yellow	Year 5 green	Year 6 orange
Knowledge	<ul style="list-style-type: none"> To know the notes C, D, E, F, G, A, B + C on the treble stave. To know or be able to talk about the instruments they might play or be played in a band or orchestra. 		<ul style="list-style-type: none"> To understand different ways of writing music down – e.g. staff notation, symbols. 	
	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the symbols for a minim, crotchet and semi-breathe and say how many beats they represent. 	<ul style="list-style-type: none"> Recognise the notes eg: B, D F; and F, A, C, E on the musical stave. 	<ul style="list-style-type: none"> Use the standard musical notation or crotchet, minim and semi-breathe to indicate how many beats to play. Use and understand simple time signatures. 	<ul style="list-style-type: none"> Read and create notes on the musical stave. Understand and read the sharp and flat symbols.

Describe Music

	Year 3 pink	Year 4 yellow	Year 5 green	Year 6 orange
Knowledge	<ul style="list-style-type: none"> To know the style of the songs and to name other songs from in those styles. To understand the musical characteristics that give the songs their style. To know how to identify the structure of the songs (intro, verse, chorus etc). To be able to name some of the instruments used in the songs. 		<ul style="list-style-type: none"> To infer the lyrics and discuss what the songs are about. To discuss the musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). To be able to discuss the historical context of the songs. To know and discuss a musical identity. To recognise music drawn from different traditions and from great composers and musicians 	
Skills	<ul style="list-style-type: none"> Begin to 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. 	
	<ul style="list-style-type: none"> Appreciate and understand a wide range of high quality live and recorded music. 			