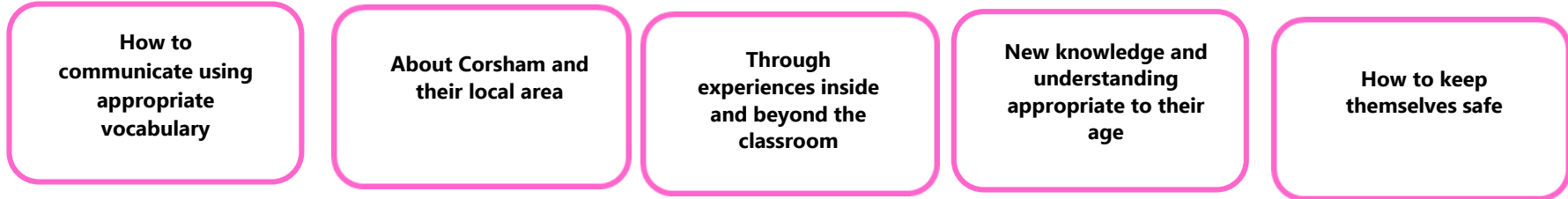


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
<p>To perform</p> <ul style="list-style-type: none"> To take part in group singing To learn songs related to topic work To count through song To learn rhymes <p>To compose</p> <ul style="list-style-type: none"> To play a variety of percussive instruments <p>To describe music</p> <ul style="list-style-type: none"> To find the pulse To begin to learn about tempo (Fast/Slow) To begin to understand dynamics (Loud/Quiet) <p>To describe music/ Listening</p> <ul style="list-style-type: none"> To listen attentively, move to music and talk about music expressing their feelings and responses 	<p>To perform</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody Follow the 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. <p>To compose</p> <ul style="list-style-type: none"> Create a sequence of long and short sounds Clap rhythms Create sounds using dynamics Choose sounds to create an effect Sequence sounds to create an overall effect Create short, musical patterns Create short, rhythmic patterns <p>To Transcribe</p> <ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with performance <p>To describe music</p> <ul style="list-style-type: none"> Identify the beat of a tune Recognise changes in dynamics and pitch <p>Listening</p> <ul style="list-style-type: none"> Listen to recorded performances

	<ul style="list-style-type: none"> • Listen to live music • Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play
EYFS Misconceptions	KS1 Misconceptions
<ul style="list-style-type: none"> • That singing louder means singing better. • That instruments should be played as loudly as possible. • That different people can feel different things when listening to the same music. 	<ul style="list-style-type: none"> • They confuse long sounds with loud sounds and short sounds with quiet sounds. • They tap to the words instead of the beat. • They believe that music should always stay the same volume.
LKS2	UKS2
<p>To perform</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch • Maintain a simple part within a group <p>Perform with control and awareness of others</p> <p>To compose</p> <ul style="list-style-type: none"> • Compose and perform melodic songs • Create repeated patterns on a range of instruments • Create accompaniments for tunes eg drones • Choose, order, combine and control sounds to create an effect • Use digital technologies to compose pieces of music <p>To Transcribe</p> <ul style="list-style-type: none"> • Use notation to record compositions • Recognise the notes on the musical stave • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent <p>To describe music</p> <ul style="list-style-type: none"> • Use musical vocabulary to identify areas of likes and dislikes • Understand layers of sounds and discuss their effect on mood and feelings <p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded performances • Listen to live music <p>Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play</p>	<p>To perform</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence • Perform solos or as part of an ensemble • Sing or play expressively • Hold a part within a round • Sing a harmony part confidently and accurately <p>Sustain a drone or melodic ostinato to accompany singing</p> <p>To compose</p> <ul style="list-style-type: none"> • Create sounds 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 ostinato (based on the pentatonic scale) <p>Use digital technologies to compose, edit and refine pieces of music</p> <p>To Transcribe</p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve • Read and create notes on the musical stave • Understand the purpose of the treble and bass clefs • Use and understand simple time signatures <p>To describe music</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to analyse features of music, Pitch, Dynamics, Tempo, Timbre, Texture, Lyrics and melody, Sense of occasion, Expressive, Solo, Harmonies, Rounds, Accompaniments, Drones, Cyclic patterns, Combination of musical elements, Cultural context <p>Describe how lyrics often reflect the cultural context of the music and have social meaning</p>



	<p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded performances • Listen to live music • Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play
LKS2 Misconceptions	UKS2 Misconceptions
<ul style="list-style-type: none"> • Thinking music can only be described as “good” or “bad.” • Thinking, if they know the words they are singing correctly, even if the pitch is wrong. • Losing their part because they think they must copy what they hear instead of keeping their own line. 	<ul style="list-style-type: none"> • They believe confidence means being loud, rather than being secure with pitch, rhythm and timing. • Knowing that expression includes dynamics, phrasing, articulation and emotion. • In digital music – thinking that copying a loop repeatedly means they have created a full song structure.

Strong Foundations	Blocked Teaching
<p>In EYFS, we teach music as an integral part of the topic work covered during the year. We relate the musical aspects of the children’s work to the objectives set out in the Early Learning goals (ELGs) ‘counting songs’ foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.</p>	<p>This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.</p>
Learning a musical instrument	
<p>In Key Stages 1 and 2, children have opportunities to learn a variety of instruments: recorders, ukulele, violin and a variety of woodwind instruments and drums. The range is planned carefully each year utilising funding.</p>	



As a musician leaving Corsham Regis, every child will have the skills to:

Develop an understanding of the history of music.

Appreciate and understand a wide range of high-quality live and recorded music that has been drawn from different traditions and from great composers and musicians.

Play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

Improvise and compose music for a range of purposes.

Listen with attention to detail and recall sounds with increasing aural memory.