

# Primary Specification



**MUSIC**

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## **Trust Level**

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in music for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase

## **School Level**

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

**Long Term Plans** provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

**Medium Term Plans** map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

**Schemes of Work** may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

## **SOW – Guiding Principles**

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

## KS1/KS2 NC Objectives & Subject Intent, Impact and Implementation



The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	Objectives
<b>KS1</b>	<ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>
<b>KS2</b>	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music</li></ul>

## **MUSIC INTENT**

Children have a secure understanding of musical styles, composers and vocabulary. They use this knowledge to appraise music and describe how it makes them feel. They are inspired to create their own compositions and demonstrate their musical skills related to rhythm, pitch and creativity. Their knowledge shapes their interactions with music in their world.

## **MUSIC IMPLEMENTATION**

We follow a school scheme called Charanga. Subject objectives are now specific in terms of what vocabulary is to be taught in each year group. Handouts have been distributed to teachers with vocabulary definitions. A staff meeting to be held on music delivery. The music store will be audited regularly and restocked when needed.

## **MUSIC IMPACT**

Key vocabulary from the national curriculum is taught sequentially throughout the school. Children have a passion for music and show a desire to develop and showcase their musical skills. All children receive regular music lessons. Children have an understanding of styles and composers. Children know how to improve their singing skills.



# Summary of Subject Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Exploring Sounds		Music and Movement		Musical Stories	
<b>Year 1</b>	Musical Vocabulary (Theme: Under the Sea)		Classic Music – Dynamics and Tempo (Theme: Animals)		Timbre and rhythmic patterns (Theme: Fairy tales)	
<b>Year 2</b>	On this island: British songs and sounds		West African call and response song (Theme: Animals)		Musical Me	
<b>Year 3</b>	Ballads		Jazz		Traditional instruments and improvisation (Theme: India)	
<b>Year 4</b>	Brass	Brass	Brass	Brass	Brass	Brass
<b>Year 5</b>	Composition notation (Theme: Ancient Egypt)		Looping and Remixing		Baroque	
<b>Year 6</b>	Dynamics, pitch and texture (Fingal's Cave)		Songs of WW2		Composing a Leavers' Song	

## STAGE DESCRIPTORS

EYFS

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

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.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

KS1

### **Performing:**

Sing simple songs, chants and rhymes from memory

Sing collectively and at the same pitch

Respond to simple visual directions and counting in

Use call and response songs to control vocal pitch and to match the pitch they hear with accuracy

### **Appraising:**

Begin to recognise the 7 elements of music when listening to a range of musical pieces. (live and recorded)

Pitch – high & low

Tempo – fast & slow

Dynamics – loud & soft

Timbre - different sounds are made by different instruments

Rhythm – long & short sounds

Texture – thick & thin

Structure – verses, chorus

Express an opinion about music using above language to explain why

Listen and discuss music from different contexts

### **Composing:**

Understand the difference between a rhythm and pitch pattern

Combine vocals and instrumental sounds

Use tuned and untuned percussion instruments





## LKS2

### **Performing:**

Sing a broad range of songs with increasing accuracy, fluency, control and expression. (in two parts, rounds, unison)  
Play and perform in solo and ensemble contexts

### **Appraising:**

Listen with attention to detail and recall sounds heard.  
Use the language used on KS1 more confidently to describe musical pieces.  
Understand stylistic features of different genres.  
Begin to develop understanding of the history of music. (modern artists and composers)

### **Composing:**

Improvise on a limited range of pitches on the instrument they are now learning  
Introduce basic written notation (graphic scores)  
Compose music for a range of purposes

## UKS2

### **Performing:**

Continue to sing in 2 or more parts  
Perform from a score with expression, accuracy and fluency  
Work as a group to perform a piece of music

### **Appraising:**

Use musical vocabulary accurately to evaluate their own and each other's work  
Use musical vocabulary accurately to evaluate a range of musical pieces  
Have an understanding of the history of music (composers, modern artists and traditions and cultures)  
Listen with attention to detail and recall sounds with increasing aural memory.

### **Composing:**

Capture and record creative ideas using graphic symbols and staff notation  
Improvise coherently within a given style

**Music End Points**

<b>EYFS</b>	End points / questions	<b>Key Vocabulary</b>
<b>Exploring Sounds</b>	Use music to mimic environmental sounds (Can you make a sound like a train/bird/storm etc...?) Use body percussion to make sounds (How can we use our bodies to make different sounds?) Make noises on a range of instruments (What is a musical instrument? How can we use them? Do they all sound the same?)	Body percussion, percussion, sounds, loud, quiet, environment, nature, bodies
<b>Music and Movement</b>	End points / questions Learn action songs including some Makaton (Can you show me some actions you have used when singing?) Use our bodies to find the beat within music (What is the beat? Can you clap to it?) Express tempo through dance (Are we dancing quicker or slower to this piece of music?) Understand higher and lower sounds (pitch)	Action songs, Makaton, Beat, pitch, tempo
<b>Musical Stories</b>	End points / questions Listen to classical music (Peter and the Wolf) and talk about the characters (Can you name a classical piece of music?) Select instruments to tell a story (Why have you chosen that instrument? What type of sound does it make?) Use movement alongside singing to add to a performance (What actions could we use alongside this piece of music to help tell the story?)	Classical music, instrument names, actions, performance, Peter and the Wolf

Year 1	End points / questions	Key Vocabulary
<b>Musical Vocabulary</b>	<p>Understand pulse and tempo (Can you tap to the pulse of the music? Is the music fast or slow?)</p> <p>Explain what dynamics and timbre are (Is that sound smooth or scratchy etc?)</p> <p>Explain what pitch and rhythm are (Is the sound high or low pitch? Can you clap the rhythm? Is that a long sound or a short sound?)</p> <p>Understand what texture and structure are (How thick/thin are the sounds here? Is there more than one instrument playing? Have you heard that part of the music before/is it repeated? What is the chorus in this song?)</p>	<p>dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>
<b>Classic Music – Dynamics and Tempo (Theme: Animals)</b>	<p>End points / questions</p> <p>Use percussion and my body expressively in response to music (Can you play an instrument in different ways? Can you make this instrument sound like... eg-a lion, a mouse, an earthquake etc..?)</p> <p>Sing a song in sections (Can you remember a song you've learnt to sing? Why does the teacher count you in before you sing?)</p> <p>Perform a song (Should all the sections be the same loudness? What should our faces and bodies do when we perform?)</p> <p>Begin to use instruments to create different sounds using tempo and dynamics (What does the word tempo mean? (fast/slow) What does the word dynamics mean? (how loud/quiet you play)</p> <p>Create and choose sounds (Can you choose and play an instrument to represent a storm/a magic spell etc...?)</p>	<p>dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre fast slow quiet</p>
<b>Timbre and rhythmic patterns (Theme: Fairy tales)</b>	<p>End points / questions</p> <p>To use voices expressively to speak and chant (Does our voice always sound the same? How can we change it?)</p> <p>To select suitable instrumental sounds to represent a character (Which instrument might you use to represent a wolf compared to a scared little pig?)</p> <p>To compose and play a rhythm (Can you clap this rhythm back to me? Now you make one up.)</p> <p>To recognise how timbre is used to represent characters in a piece of music (Is that a smooth/scratchy/twinkly sound etc...?)</p> <p>To keep the pulse using untuned instruments (What is the pulse? (heartbeat)</p>	<p>timbre pulse rhythm syllables</p>

<b>Year 2</b>	End points / questions	Key Vocabulary
<b>On this island: British songs and sounds</b>	<p>Sing, play and follow instructions to perform as a group. (What makes a good performance?)</p> <p>Describe music using simple musical vocabulary. (Is this a fast or slow song? High or low? Happy or angry? Etc...)</p> <p>Explore multiple ways of making the same sound. (Can you make a similar sound using your voice/maracas etc...?)</p> <p>Describe how they have adapted a sound using musical vocabulary. (How can we change a sound?)</p> <p>Create a piece that clearly represents a particular environment.</p>	Composition, dynamics, pitch, structure, tempo, texture, timbre
<b>West African call and response song (Theme: Animals)</b>	<p>End points / questions</p> <p>Use tempo, dynamics and timbre in their piece.</p> <p>Play in time with their group. (What does playing in time mean?)</p> <p>Use instruments appropriately. (Can you select an instrument to show...?)</p> <p>Successfully sing back the melody line in time and at the correct pitch.</p> <p>Play either a call and/or response role in time with another pupil. (What does call and response mean?)</p>	Timbre, dynamics, tempo, call and response, rhythm structure
<b>Musical me</b>	<p>End points / questions</p> <p>Sing the melody accurately while playing their instrument in time.</p> <p>Describe the dynamics and timbre of their pieces. (How would you describe the timbre of your piece? (ie – smooth, scratchy, flowing, starry etc...) How loud/quiet is the piece?)</p> <p>Play a known melody from letter notation in the right order, if not with the right rhythms/time. (What do the letters represent?)</p> <p>Invent a melody, write it down (letter notation) and play it</p> <p>Select instruments with different timbres. (Why have you chosen that specific instrument? What type of sound does it make?)</p>	Rhythm, pulse, dynamics, timbre, beat, melody, notation

<b>Year 3</b>	End points / questions	Key Vocabulary
<b>Ballads</b>	<p>Identify the key features of a ballad. (What is a ballad? A piece of music which tells a story. What is a ballad similar to? A poem. What is a chorus? Repeated section of music with the same tune and lyrics)</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Write a verse with rhyming words which tell part of a story. (What makes a good verse? What is a stanza? A verse. What is a chorus? A repeated section of music – same tune and same lyrics)</p> <p>Perform their lyrics fluently and with actions.</p>	Ballad, compose, chorus, verse, stanza
<b>Jazz</b>	<p>End points / questions</p> <p>Explain what ragtime music is. What is ragtime? (Early jazz piano music which uses syncopation and the off beat)</p> <p>Play on the 'off beat' and sing a syncopated rhythm. What is the off beat? (The beat in between the normal beat of the music)</p> <p>Play a call and then improvise a response.</p> <p>Improvise or compose a scat singing performance with sounds and words.</p> <p>Compose and play a jazz motif fluently (What is Jazz music? How can you recognise it?)</p> <p>Play a swung rhythm using a tuned percussion instrument. (What is tuned percussion?)</p>	Jazz, motif, Ragtime, call and response
<b>Traditional instruments and improvisation (Theme: India)</b>	<p>End points / questions</p> <p>Explain an opinion of Indian music (Do you like this piece of music? Why?)</p> <p>improvise using given notes</p> <p>Create a piece of music using a drone, rag and tal (What are the specific features of Indian music? What is the rag and the tal? What is a drone?)</p> <p>Perform a piece of music using musical notation (What is a graphic score?)</p>	drone dynamics notation rag sitar tabla tanpura tala tempo

Year 4	End points / questions	Key Vocabulary
<b>BRASS Autumn</b>	<p>Know the names of the different parts of a brass instrument. (Can you point to the...mouthpiece, valves, bell, water key, brace, slide etc...?)</p> <p>Identify some different musical notes (Can you point to a crotchet/quaver/crotchet rest?)</p> <p>Play short and long notes, starting each note with the tongue. (How do you make a sound using your brass instrument?)</p> <p>Follow performance directions from a conductor (What is a conductor? What is their role as part of the ensemble?)</p>	<p>mouthpiece, valves, bell, water key, brace, slide, crotchet, rest, quaver, conductor, ensemble</p>
<b>BRASS Spring</b>	<p>End points / questions</p> <p>Improvise using up to three notes (Can you play notes C/D/E? What does the word improvise mean? Using notes C/D/E can you make up a short tune?)</p> <p>Read up to three notes from conventional notation (Can you read this short piece of music? What are the notes? (C/D/E) Can you play them? How do you know the difference between these notes?)</p> <p>Know that players can play in parts to make up the whole band (Why are different instruments often needed to make a band? (range, dynamics, timbre) What type of sound does your instrument bring to a band?)</p> <p>Know how to practice well at home (How can you become a good musician? What does the word dedication mean? How do you practise your instrument? How often should you practise in order to improve? What barriers are there to making good progress with your instrument?)</p>	<p>Notation, middle C, range, dynamics, band, timbre, dedication, practise, notes C/D/E, crotchet, crotchet rest, quaver, minim, semibreve</p>
<b>BRASS Summer</b>	<p>End points / questions</p> <p>Know when a 'part' is different from their own in terms of pitch and rhythm (Is that part higher/lower than yours? Can you clap your part? Now clap theirs. What's the difference?)</p> <p>Know how to breathe together so phrasing and ensemble are more musical (Why is it important to breathe in the right places when playing?)</p> <p>Know what simple dynamic and tempo symbols mean (What symbol might you see in musical notation to tell you how loud/quiet to play? What does f/ff (loud/very loud) or p/pp (quiet/very quiet) mean in musical notation?)</p> <p>Know how to make improvements to own sound and the band as a whole using appropriate musical vocabulary to explain. (What could make this performance better? Are you happy with the dynamics of this piece?)</p>	<p>Dynamic symbols (f/ff/p/pp), pitch, rhythm, phrasing, breathing, dynamics</p>

Year 5	End points / questions	Key Vocabulary
<b>Classical and Romantic Composers (Non Kapow Unit)</b>	<p>Create graphic scores to illustrate the changing timbre of classical music. (What is a graphic score? How does Beethoven change the timbre of his music?)</p> <p>Improvise within a group using melodic and rhythmic phrases.</p> <p>Compose a piece of romantic music (How does romantic music differ from classical?)</p> <p>Use notation to record my compositions (on a staff and graphically)</p> <p>Compare and contrast classical and romantic composers. (Tchaikovsky and Beethoven) (Which differing musical eras do Tchaikovsky and Beethoven belong to? How does their musical style differ?)</p>	<p>Timbre, Sonata, composition, music history, classical, romantic, Beethoven, Tchaikovsky, Exposition, Development</p>
<b>Looping and Remixing</b>	<p>End points / questions</p> <p>Play a simple looped rhythm from notation (What is a looped rhythm?)</p> <p>To create a piece of music using prewritten loops (What is meant by 'a fragment'? What is a backbeat?)</p> <p>To combine loops to create a remix (What is a remix? How do remixes differ from the original?)</p> <p>Create and record music using available music software/apps (How can technology help us when making music?)</p>	<p>accuracy backbeat body percussion fragment layers loop looped rhythm melody remix rhythm riff structure</p>
<b>Blues</b>	<p>End points / questions</p> <p>Understand the Blues genre (Can you name three key features of Blues music?)</p> <p>Explain what a chord is and play the chord of C sixteen times. (Can you play a chord of C?)</p> <p>Play the twelve bar blues correctly. (What is the twelve bar blues?)</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending. (What is the Blues scale? Can you play it on a glockenspiel?)</p>	<p>Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation</p>

Year 6	End points / questions	Key Vocabulary
<b>Dynamics, pitch and texture (Fingal's Cave)</b>	<p>Appraise the work of a classical composer (Felix Mendelssohn) (How would you describe the work of Felix Mendelssohn? What do you like/dislike about it?)</p> <p>Improvise as a group, using dynamics, texture and pitch (How do dynamics, texture and pitch impact a piece of music? What does it mean to improvise?)</p> <p>use knowledge of dynamics, texture and pitch to create a group composition (What is a composition? What did you like about your composition? What would improve it?)</p> <p>Create a group composition featuring changes in texture, dynamics and pitch</p>	<p>Texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p>
<b>Songs of WW2</b>	<p>End points / questions</p> <p>Use musical vocabulary to identify features of different eras of music (What role does tempo/timbre play in this piece of music?)</p> <p>Improve accuracy in pitch and control, singing with expression and dynamics (What makes a good singer?)</p> <p>Identify pitches within an octave when singing (Is that sound higher or lower?)</p> <p>Notate a melody using pitches up to an octave (What happens to the notes on the staff when the notes get higher/lower? Can you sing what you think this might sound like by looking at the ups/down of the notes?)</p> <p>Sing in two parts and understand harmony (What does singing in harmony mean? What is challenging about singing in 2 parts?)</p>	<p>Tempo, higher and lower, diaphragm, melody phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony</p>
<b>Composing a Leavers' Song</b>	<p>End points / questions</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus/verse (How are songs structured? Which part of a song is repeated continuously?)</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. (What is a melody?)</p> <p>Record melodies using letter notation. (Can you accurately write notes on a staff? Can you identify the correct note values?)</p> <p>Perform the leavers' song with confidence. (How can we present ourselves to add to the overall performance?)</p>	<p>Tempo, mood, notation, crotchet, quavers, minim, compose, verse, chorus, present, perform, tuned percussion, backing track, beat</p>



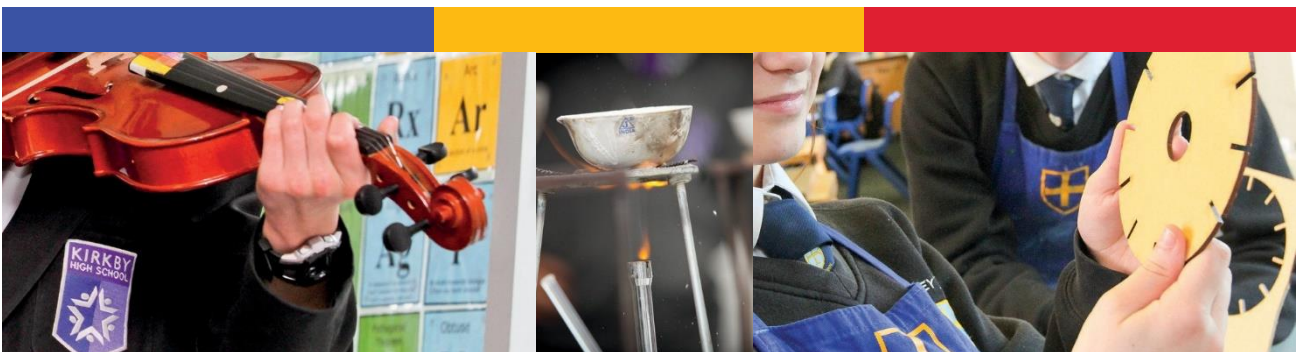
# Assessment Criteria

## What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



The Rowan Learning Trust

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