

“Music is the language of the heart without words.”

Shinichi Suzuki

MUSIC

SUBJECT OVERVIEW AND PURPOSE

WHY IS MUSIC IMPORTANT?

At Excel Learning Trust a love of music is fostered through a curriculum that goes beyond the National Curriculum and is built around authentic musical experiences. The aim is for our children to be passionate about music and get enjoyment and excitement from the subject.

Music is inclusive and an essential part of every child's education. The impact of our music curriculum is that each child sees themselves as a creative musician who can participate in music making and appreciation whilst developing self-expression, individuality, communication skills and an understanding of music history.

Children's curiosity is encouraged by asking questions and exploring the role of music in different cultures and traditions around the world.

Singing develops both physical and mental wellbeing as well as broadening spiritual, moral, social and cultural awareness. It also plays an important part in helping children feel part of a community. Performance opportunities build children's self belief, self confidence and resilience.

AIMS

From a solid musical foundation, skills are practised, consolidated and built upon each year. Music is taught through:

- Listening, appraisal and memory
- Rhythm, pulse and movement
- Singing
- Playing, performing, composing, improvising and notation

Music is taught using the inter-related dimensions of music: pitch, duration,

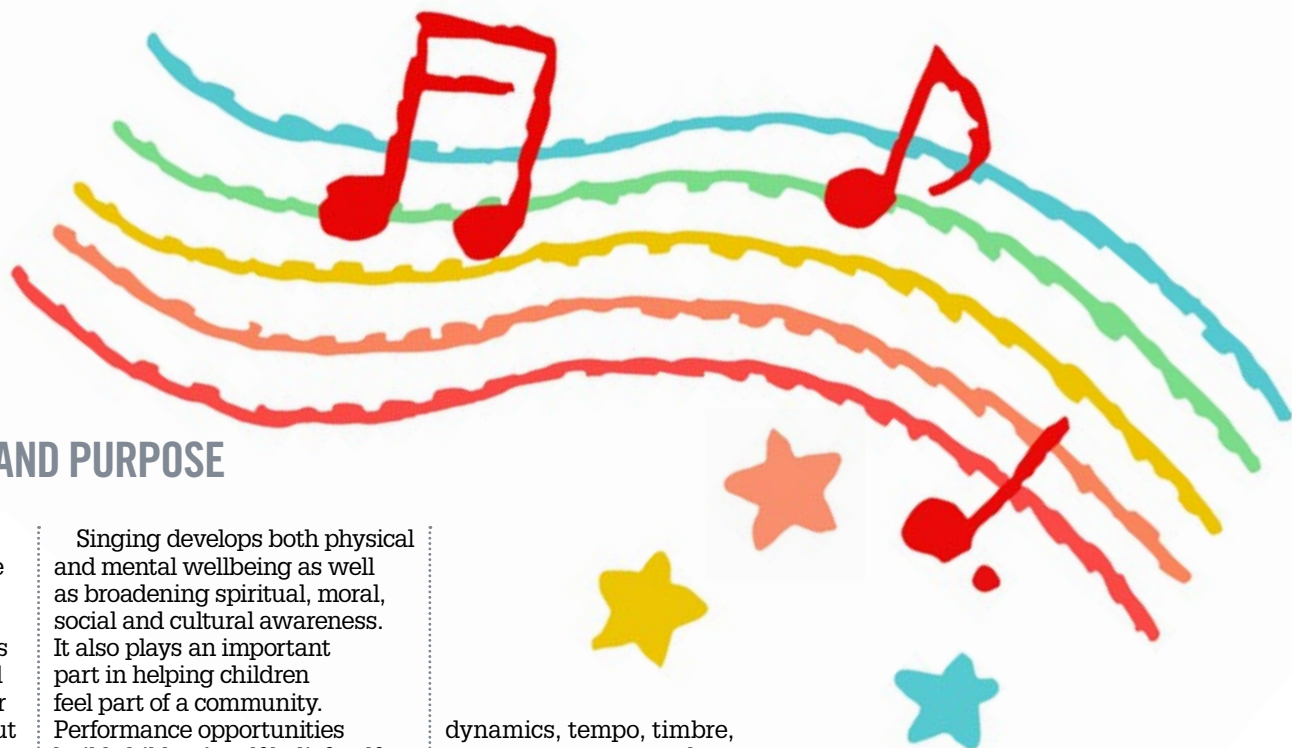
dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Opportunities are provided to listen to high-quality live and recorded music from a breadth of music ranging from the Great Composers to Rap and Hip-hop.

MUSIC AND BEYOND

Every child deserves the opportunity to explore their musicality at school and beyond. Our curriculum and musical opportunities equip our children with the unique skills and knowledge to explore their creativity and career aspirations. Careers in music might include:

- Music producer
- Conductor
- Record Company Executive
- Music Marketing
- Arranger
- Songwriter
- Orchestral Musician
- Session Musician
- DJ
- Sound engineer
- Composer
- Singer
- Content creator
- Music journalist
- Music teacher
- Music therapist
- Live events co-ordinator
- Stage management



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING, APPRAISAL AND MEMORY						
■ To experience a wide range of musical styles.	■ To listen and respond to different styles of music.	■ To listen to a wide range of music and respond with emerging musical vocabulary.	■ To begin to identify inter-related dimensions of music. ■ To develop a cultural understanding of pieces of music. ■ To begin to experience and discuss the characteristics of music from a range of genres, styles and traditions.	■ To develop a cultural understanding of pieces of music. ■ To begin to experience and discuss the characteristics of music from a range of genres, styles and traditions.	■ To apply a cultural understanding to pieces of music. ■ To begin to identify a musical genre, style or tradition from its characteristics.	■ To apply a cultural understanding to pieces of music. ■ To identify a musical genre, style or tradition from its characteristics.
RHYTHM, PULSE AND MOVEMENT						
■ To experience rhythm and pulse through games, rhymes and songs. ■ To keep a steady pulse while listening/singing music.	■ To begin to differentiate and demonstrate an understanding of the difference between rhythm and pulse.	■ To articulate and demonstrate an understanding of the difference between rhythm and pulse.	■ To play a rhythm to a steady pulse. ■ To begin to create and play an ostinato.	■ To play more complicated rhythms. ■ To create and play an ostinato.	■ To play a rhythm to a varying pulse. ■ To begin to play a rhythm whilst another rhythm is being played. ■ To play ostinatos whilst other ostinatos are being played.	■ To play a rhythm whilst another rhythm is being played. ■ To create and maintain a pulse for others who are playing the rhythmic parts. ■ To play more complex ostinatos whilst other ostinatos are being played.
SINGING						
■ To experience singing simple songs and rhymes. ■ To explore making different vocal sounds.	■ To begin to sing with accuracy of pitch.	■ To begin to apply dynamics to familiar songs. ■ To continue to sing with accuracy as part of an ensemble.	■ To begin singing in rounds. ■ To repeat a simple melodic phrase. ■ To sing from a variety of music genres. ■ To sing with emerging expression and diction.	■ To begin to sing in parts. ■ To show an awareness of phrasing and musical direction (eg. staccato, legato).	■ To begin to sing in parts with increasing complexity. ■ To sing with an awareness of a musical leader.	■ To sing in parts with increasing complexity. ■ To follow a musical leader accurately with control.
PLAYING, PERFORMING, COMPOSING, IMPROVISING AND NOTATION						
■ To explore sound through the use of tuned and untuned percussion.	■ To compose in response to a given theme. ■ To perform rhythmic improvisation. ■ To play along to a simple song with tuned percussion.	■ To compose in response to a given theme. ■ To perform a rhythmic or simple melodic improvisation. ■ To play along to a simple song on a tuned instrument.	■ To use graphic scores to communicate musical ideas. ■ To improvise with a limited range of notes and sounds. ■ To play along to a simple song on a tuned instrument with a developing sense of pulse.	■ To improvise with an increasing range of notes and sounds. ■ To compose and communicate musical ideas. ■ To play along to a simple song on a tuned instrument with increasing accuracy.	■ To improvise with a range of notes and sounds to accompany a longer piece of music. ■ To compose and communicate musical ideas through simple notation. ■ To play a tuned instrument from simple notation with an awareness of other performers.	■ To improvise with a range of notes and sounds to accompany a longer piece of music. ■ To compose and communicate more complex musical ideas through simple notation. ■ To play a tuned instrument from simple notation with an awareness of other performers.
■ To perform to an audience.						