

## MUSIC CURRICULUM

### PERFORMANCE INDICATORS

Beside the P levels is a "Sounds of Intent" equivalent. These are split into the strands Reactive, Proactive and Interactive. More information can be found at [soundsofintent.org](http://soundsofintent.org).

#### P1 - P3 (S.O.I R.P.I; 1-2)

- Encounter musical activities and experiences.
- Show emerging awareness of musical activities and experiences, showing awareness of the source of a sound.
- Play musical instruments coactively
- Respond consistently to familiar musical activities.
- React to new activities and musical events.
- Show preferences to musical instruments, music and songs.
- **I2D interaction through sound involves activity that engages the other senses.**
- **R2B makes differentiated responses to qualities of sounds that differ (e.g. loud/quiet) and/or change (e.g. get louder).**

#### P4 - P6 (S.O.I R.P.I 2-4)

- Move the body to various sounds.
- Observe cause and effect in familiar events.
- Join in familiar routines.
- Respond to signs given by a musical conductor.
- Start to categorise percussion instruments by how they can be played.
- Pupils play loudly, quietly, quickly and slowly in imitation.

### RANGE, CONTENT AND CURRICULUM OPPORTUNITIES ACROSS ALL LEVELS

Charanga - online music based resources are used throughout the school. These include age appropriate songs, notation grids and performance/compositional tools.

#### COMPOSING

Pupils will have opportunities to:

- Compose own music either individually or as part of a group.
- Compose using a variety of techniques EG traditional notations/scores, adapted, devised notations/scores.

#### Lower

- Music Express FS - Pink and Red
- Music Express Y1 - Yellow and Green
- Music Express Y2 - Blue and Orange
- Music Express Y3 - Extension work for Blue and Orange G&T.  
*E.g. fireworks graphic score composition.*

#### Upper

- Students will improvise and compose music for a range of purposes using the inter-related dimensions of music.
- They will use ICT as well as various popular instruments such as keyboards and drum kit.

- P3B intentionally makes simple patterns through a regular beat.
- I3C recognises own patterns in sound being imitated

### P6-8 (S.O.I R.P.I 2-5)

- Pupils join in and take turns in songs and play instruments with others. They begin to play, sing and move expressively in response to the music or the meaning of words in a song.
- Copy simple rhythms and musical patterns or phrases.
- Respond to prompts to play faster, slower, louder, and softer.
- Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.
- Involved in simple improvisation and make basic choices about the sound and instruments used.
- Make and communicate choices when performing, playing, composing, listening and appraising.
- I4B imitates distinctive groups of musical sounds - 'motifs' - made by others (as in 'call and response')
- R4D responds to musical motifs being used to symbolise other things

### Level 1- 3 (S.O.I R.P.I 3-6)

- Explore the different sounds of instruments.
- Sing songs, make music, and experiment with ways of changing them.

- Use music technologies such as Garageband to create/compose music and sounds.
- BBC ten pieces resources are used to introduce classical music.

### PERFORMING

Pupils will have opportunities to:

- Perform in a range of contexts both at school and at external venues.
- Perform in a variety of ways, both Instrumental and Vocal.
- Integrate music into other performances.

### Lower school

- Staff with (assistance from Tees Valley Music) will provide pulse and rhythm sessions. This will have a focus on tuned and un-tuned percussion. (Samba)
- Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Music is used in many cross curricular situations.

### Upper school

- Figurenotes notation will enable students to perform chords and melodies in a variety of solo and ensemble contexts. *This ranges from 1 note patterns to full songs.*

- Listen carefully, recognise and use repeated patterns and increase aural memory.
- Perform with control and awareness of audience and what others are playing or singing.
- Recall, plan and explore sounds using symbols and ICT.
- R5C responds to general characteristics of pieces (such as mode, tempo and texture)
- I5B performs with others, using increasingly developed ensemble skills and maintaining an independent part
- I6B contributes own expressivity to others' playing or singing in ensemble performance

- Multicultural activities such as Taiko, Steel pans and African drumming. (TVMS)
- Arts award Explore; rehearse and develop music for performance.
- AQA units such as 'Music Communication', 'Keyboard skills' and 'Djembe Drumming'.
- Involvement from external music professionals such as Liz Corney.

### APPRAISING

- All students will have shared musical experiences involving such outside agencies as Live Music Now. They will be exposed to a range of high quality recorded and live music.
- Pupils will take part in music activities related to different subjects or themes and where appropriate discuss using a developing musical vocabulary.

### Lower

Pupils will have opportunities to:

- Listen to a range of live and recorded music
- Listen to music from different times/cultures, classical/popular traditions and music reflecting current trends and cultural diversity
- Respond emotionally to a range of music.
- Arts award Discover award; Research artists/ explore arts venues.

Upper

- Pupils will listen with attention to detail and recall sounds with increasing aural memory.
- Pupils will study music in social, cultural and historical contexts e.g. Baroque music, African, Rap.
- Arts award Explore award; Research artists/ explore arts venues.