



# Savile Park Primary School

## Coverage in Music

At Savile Park we offer a rich teaching curriculum for music modelled against the governments recommended 'model curriculum'. Across school all classes use Charanga Music school teaching scheme, as well as support and teaching from Calderdale Music school and extracurricular activities or experiences to enhance our musical knowledge and experiences.

	Phase 1 Reception	Phase 2 Year 1 and 2	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
<u>Singing and voice</u>	<ul style="list-style-type: none"><li>-To start to find their singing voice and begin to explore using their voices confidently.</li><li>- start to sing with an awareness of others</li></ul>	<ul style="list-style-type: none"><li>-To find their singing voice and use their voices confidently.</li><li>-Sing a melody accurately at their own pitch.</li><li>-Sing with a sense of awareness of pulse and control of rhythm.</li><li>-Recognise phrase lengths and know when to breathe.</li><li>-Sing songs expressively.</li><li>Follow pitch movements with their hands and use high, low and middle voices.</li><li>-Begin to sing with control of pitch (e.g. following the shape of the melody).</li><li>-Sing with an awareness of other performers.</li></ul>	<ul style="list-style-type: none"><li>-Sing with confidence using a wider vocal range.</li><li>-Sing in tune.</li><li>-Sing with awareness of pulse and control of rhythm.</li><li>-Recognise simple structures. (Phrases).</li><li>-Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li><li>-Sing songs and create different vocal effects.</li><li>-Understand how mouth shapes can affect voice sounds.</li><li>-Internalise sounds by singing parts of a song 'in their heads.'</li></ul>	<ul style="list-style-type: none"><li>-Sing songs with increasing control of breathing, posture and sound projection.</li><li>-Sing songs in tune and with an awareness of other parts.</li><li>-Identify phrases through breathing in appropriate places.</li><li>-Sing with expression and rehearse with others.</li><li>-Sing a round in two parts and identify the melodic phrases and how they fit together.</li><li>-Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li></ul>
<u>Listening, memory and movement</u>	<ul style="list-style-type: none"><li>- recall and remember short rhymes and nursery rhymes</li></ul>	<ul style="list-style-type: none"><li>-Recall and remember short songs and sequences and patterns of sounds.</li><li>-Respond physically when performing, composing and appraising music.</li></ul>	<ul style="list-style-type: none"><li>-Identify melodic phrases and play them by ear.</li></ul>	<ul style="list-style-type: none"><li>-Internalise short melodies and play these on pitched percussion (play by ear).</li></ul>



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	<ul style="list-style-type: none"><li>-Identify different sounds in the environment</li></ul>	<ul style="list-style-type: none"><li>-Identify different sound sources.</li><li>-Identify well-defined musical features.</li></ul>	<ul style="list-style-type: none"><li>-Create sequences of movements in response to sounds.</li><li>-Explore and chose different movements to describe animals.</li><li>-Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li><li>-Identify phrases that could be used as an introduction, interlude and ending.</li></ul>	<ul style="list-style-type: none"><li>-Create dances that reflect musical features.</li><li>-Identify different moods and textures.</li><li>-Identify how a mood is created by music and lyrics.</li><li>-Listen to longer pieces of music and identify features.</li></ul>
<b><u>Instruments</u></b>	<ul style="list-style-type: none"><li>-Explore instruments in class, or in music areas</li><li>-Start to play instruments</li></ul>	<ul style="list-style-type: none"><li>-Play instruments in different ways and create sound effects.</li><li>-Handle and play instruments with control.</li><li>-Identify different groups of instruments.</li></ul>	<ul style="list-style-type: none"><li>-Identify melodic phrases and play them by ear.</li><li>-Select instruments to describe visual images.</li><li>-Choose instruments on the basis of internalised sounds.</li></ul>	<ul style="list-style-type: none"><li>-Identify and control different ways percussion instruments make sounds- ukulele/ recorders</li><li>-Play accompaniments with control and accuracy.</li><li>- Create different effects using combinations of pitched sounds.</li><li>-Use ICT to change and manipulate sounds- Yu studio</li></ul>



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				music composition using technology
<b><u>Composition</u></b>	- Start to think about class composition and creating your own rhymes and songs together	-Contribute to the creation of a class composition. -Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	-Create textures by combining sounds in different ways. -Create music that describes contrasting moods/emotions. -Improvise simple tunes based on the pentatonic scale. -Compose music in pairs and make improvements to their own work.	-Identify different starting points or composing music. -Explore, select combine and exploit a range of different sounds to compose a soundscape. -Write lyrics to a known song. -Compose a short song to own lyrics based on everyday phrases.
<b><u>Rhythm</u></b>	Follow sounds and make sounds using body percussion Use outdoor provision to establish room to explore instruments and sounds	Identify the pulse in different pieces of music. -Identify the pulse and join in getting faster and slower together. -Identify long and short sounds in music. -Perform a rhythm to a given pulse. -Begin to internalise and create rhythmic patterns. -Accompany a chant or song by clapping or playing the pulse or rhythm.	-Recognise rhythmic patterns. -Perform a repeated pattern to a steady pulse. -Identify and recall rhythmic and melodic patterns. – -Identify repeated patterns used in a variety of music. (Ostinato).	-Identify different speeds of pulse (tempo) by clapping and moving. -Improvise rhythm patterns. -Perform an independent part keeping to a steady beat. -Identify the metre of different songs through recognising the pattern of strong and weak beats. -Subdivide the pulse while keeping to a steady beat.



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<b><u>Evaluating and appraising</u></b>	Children can discuss sounds they make or can hear in the environments Children start to discuss sounds linking to music and musical instruments	-Choose sounds and instruments carefully -Make improvements to their own and others' work.	-Recognise how music can reflect different intentions. -	-Improve their work through analysis, evaluation and comparison -
<b><u>Vocabulary</u></b>	Sounds Beats Songs Instruments	Previous years and... Melody Pitch Rhythm Beat Instruments	Previous years and... Harmony Melody Melodic phrases Intentions Patterns Accompaniment	Previous years and ... Dynamics Texture Timbre

### Opportunities for children to deepen their musical knowledge and skills/ extra activities:

Rocksteady Music school weekly lessons  
Calderdale Music School -weekly lessons in school  
After school choir/ singing club  
Lunchtime clubs incorporate music sessions e.g. recorder club  
Trips and experiences out to Calderdale Music School  
Seasonal activities- carols at Christmas and singing experiences  
Victoria Theatre- Young Voices- involved in competitions and showcases across Calderdale and Halifax



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