

## WELLESBOURNE PRIMARY AND NURSERY SCHOOL

### *Living to Learn, Learning to Live*

<b>RESPECT</b>	<b>EFFORT</b>	<b>ATTEND</b>	<b>COOPERATE</b>	<b>HONEST</b>
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

### MUSIC CURRICULUM

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>YEAR 1</b>	Singing, Pulse and Rhythm (Kodaly) Singing (Performance)	Animals (Pitch) Machines (Beat)	Our School (Exploring Sounds) Travel (Performance)
<b>YEAR 2</b>	Singing, Pulse and Rhythm (Kodaly) Singing (Performance)	Our Land (Exploring Sounds) Number (Beat)	Water (Pitch) Travel (Performance)
<b>YEAR 3</b>	Singing, Pulse, Rhythm and Structure (Kodaly) Singing (Performance)	Communication (Composition) Human Body (Structure)	Ancient Worlds (Structure) Food and Drink (Performance)
<b>YEAR 4</b>	Singing, Pulse, Rhythm and Structure (Kodaly) Singing (Performance)	Building (Beat) Singing Spanish (Pitch)	Time (Beat) In the past (Notation)
<b>YEAR 5</b>	Singing, Pulse, Rhythm, Structure and Improvisation (Kodaly) Singing (Performance)	Solar System (Listening) Life Cycles (Structure)	At the movies (Composition) Celebration (Performance)
<b>YEAR 6</b>	Singing, Pulse, Rhythm, Structure and Improvisation (Kodaly) Singing (Performance)	World Unite (Performance) Journeys (Song Cycle)	Roots (Performance) Moving On (Performance)

# YEAR 1

## As musicians we will ....

AUTUMN	SPRING	SUMMER
<p><b>Know and understand:</b></p>	<p><b>Know and understand:</b></p>	<p><b>Know and understand:</b></p>
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• identify simple repeated patterns and follow musical instructions</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• identify simple repeated patterns and follow musical instructions</li> <li>• listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul>

### **Responding and Reviewing**

- respond to different moods in music and recognise changes in sound
- identify what improvements could be made to work and make changes, including altering use of voice, playing of and choice of instrument

### **Learning, and Applying Knowledge and Understanding**

- identify simple repeated patterns and follow musical instructions
- understand how the musical elements can be used to create different moods and effects
- represent sounds with simple symbols, including shapes and marks
- listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby

# YEAR 2

## As musicians we will ....

AUTUMN	SPRING	SUMMER
Know and understand:	Know and understand:	Know and understand:
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• respond to different moods in music</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• respond to different moods in music</li> </ul>

and recognise changes in sound

**Learning, and Applying Knowledge and Understanding**

- identify simple repeated patterns and follow musical instructions
- understand how the musical elements can be used to create different moods and effects
- represent sounds with simple symbols, including shapes and marks
- listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby

and recognise changes in sound

- Identify what improvements could be made to work and make changes, including altering use of voice, playing of and choice of instrument

**Learning, and Applying Knowledge and Understanding**

- identify simple repeated patterns and follow musical instructions
- understand how the musical elements can be used to create different moods and effects
- represent sounds with simple symbols, including shapes and marks
- listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby

# YEAR 3

## As musicians we will ....

AUTUMN	SPRING	SUMMER
Know and understand:	Know and understand:	Know and understand:
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• make improvements to own work, and comment on the effect</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall repeated patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• make improvements to own work, and comment on the effect</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall repeated patterns</li> <li>• understand how different musical elements are combined and used expressively</li> <li>• use established notation to</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> <li>• join several layers of sound and understand the effect</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• explore and explain ideas and feelings about music using movement, dance and expressive and musical language</li> <li>• make improvements to own work, and comment on the effect</li> </ul>

	<p>represent music, including chords, pitch etc</p> <ul style="list-style-type: none"><li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li></ul>	<p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"><li>• listen to and recall repeated patterns</li><li>• understand how different musical elements are combined and used expressively</li><li>• use established notation to represent music, including chords, pitch etc</li><li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li></ul>
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# YEAR 4

## As musicians we will ....

AUTUMN	SPRING	SUMMER
Know and understand:	Know and understand:	Know and understand:
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• make improvements to own work, and comment on the effect</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall repeated patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> <li>• join several layers of sound and understand the effect</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• make improvements to own work, and comment on the effect</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall repeated patterns</li> <li>• use established notation to represent music, including chords,</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• perform rhythmically simple parts that use a short range of notes</li> </ul> <p>join several layers of sound and understand the effect</p> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• recognise and explore ways sound can be combined and used expressively</li> <li>• explore and explain ideas and feelings about music using movement, dance and expressive and musical language</li> <li>• make improvements to own work, and comment on the effect</li> </ul> <p><b>Learning, and Applying Knowledge and</b></p>



	<p>pitch etc</p> <ul style="list-style-type: none"><li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li></ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"><li>• listen to and recall repeated patterns</li><li>• understand how different musical elements are combined and used expressively</li><li>• use established notation to represent music, including chords, pitch etc</li><li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li></ul>
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# YEAR 5

## As musicians we will ....

AUTUMN	SPRING	SUMMER
<p><b>Know and understand:</b></p>	<p><b>Know and understand:</b></p>	<p><b>Know and understand:</b></p>
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> <li>• suggest improvements to own and others work and comment on how this has been achieved</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall various simple musical patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> <li>• explore and explain ideas and feelings about music using</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> <li>• explore and explain ideas and feelings about music using</li> </ul>

	<p>movement, dance and expressive and musical language</p> <ul style="list-style-type: none"><li>• suggest improvements to own and others work and comment on how this has been achieved</li></ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"><li>• listen to and recall various simple musical patterns</li><li>• use a variety of notations to plan, revise and refine musical material</li><li>• evaluate how venue, occasion and purpose affects the way that music is created, performed and heard</li></ul>	<p>movement, dance and expressive and musical language</p> <ul style="list-style-type: none"><li>• suggest improvements to own and others work and comment on how this has been achieved</li></ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"><li>• listen to and recall various simple musical patterns</li><li>• identify and explore relationships between sounds and how music reflects different meanings</li><li>• use a variety of notations to plan, revise and refine musical material</li><li>• evaluate how venue, occasion and purpose affects the way that music is created, performed and heard</li></ul>
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# YEAR 6

## As musicians we will ....

AUTUMN	SPRING	SUMMER
Know and understand:		Know and understand:
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> <li>• suggest improvements to own and others work and comment on how this has been achieved</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• listen to and recall various simple musical patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• sing in unison with clear diction, controlled pitch and with a sense of phrase</li> <li>• maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences</li> <li>• practice, rehearse and present performances with an awareness of audience</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• describe, compare and evaluate different kinds of music using musical words</li> <li>• explore and explain ideas and</li> </ul>

- explore and explain ideas and feelings about music using movement, dance and expressive and musical language
- suggest improvements to own and others work and comment on how this has been achieved

**Learning, and Applying Knowledge and Understanding**

- listen to and recall various simple musical patterns
- use a variety of notations to plan, revise and refine musical material
- evaluate how venue, occasion and purpose affects the way that music is created, performed and heard

feelings about music using movement, dance and expressive and musical language  
 suggest improvements to own and others work and comment on how this has been achieved

**Learning, and Applying Knowledge and Understanding**

- listen to and recall various simple musical patterns
- identify and explore relationships between sounds and how music reflects different meanings
- use a variety of notations to plan, revise and refine musical material
- evaluate how venue, occasion and purpose affects the way that music is created, performed and heard