

Sytchampton Music Curriculum Pathway

Secondary School

Describe
Appraising - Refine and improve own work. Suggest improvements to other's work.
Listening - Identify and explore relationship between sounds and how music reflects different meanings.. [Film & TV Music](#)

Compose
Combine groups of beats. Create rhythmic patterns with an awareness of timbre and duration
Thoughtfully select elements for a piece in order to gain a defined effect
Create music reflecting given intentions.
Use digital technologies to compose, edit and refine a piece of music
[GARAGEBAND](#)

Performing
Sing in unison with clear diction, controlled pitch and a sense of phrase.
Sing or play from memory with confidence
Perform solos or as part of an ensemble
Sing or play expressively and in tune
Hold a part within a round
Sing a harmony part confidently and accurately
Sustain a drone or a melodic ostinato to accompany singing
Perform with controlled breathing (voiced) and skillful playing (instrument)

. [UKULELE](#). Harvest Festival & Christmas Concert. - [KS2 Performance](#).

Composing
Create songs with verses and a chorus
Combine a variety of musical devices, including melody, rhythm and chords
Use drontes and melodic ostinato (based on the pentatonic scale)
Convey the relationship between the lyrics and the melody

Describe
Appraising - Choose appropriate tempo for a piece of music.
Listening - Recognise how different inter-related dimensions of music are combined and used expressively. [STOMP](#) and [Beatboxing](#)

Transcribe
Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play
Read and create notes on the musical staff
Understand the purpose of the treble and bass clefs and use them in transcribing compositions
Understand and use the # (sharp) and b (flat) symbols
Use and understand simple time signatures

UKS2 A

Transcribe
Using graphic scores to notate body percussion compositions.
Devise non-standard symbols to indicate when to play and rest
Recognise the notes EGBDF and FACE on the musical staff

Describe
Make improvements to own work. Start using musical dimensions vocabulary to describe music.
Listening - Listen to and recall repeated patterns.
Listen to music from different periods and parts of the world and comment on differences. [Britten - The Storm](#)

Compose
Explore, choose and organise sounds and musical ideas.
Use sound to create abstract effects
Create repeated patterns with instruments
Choose, order, combine and control sounds to create an effect

Perform
Sing in tune with expression and from memory with accurate pitch.
Play tuned and untuned instruments
Play notes with care so they are clear
Perform with control and awareness of others
Maintain a simple part within a group
[UKULELE](#). [BODY PERCUSSION](#) Harvest Festival & Christmas Concert. T3 - [KS2 Performance](#).

Compose
Creating musical patterns.
Explore, choose and organise sounds to create an effect
Compose and perform melodic songs
Create accompaniments for tunes

Describe
Appraising - Make improvements to own work. Start using musical dimensions vocabulary (duration, timbre, pitch, beat, tempo, texture) to identify areas of likes and dislikes
Understand layers of sounds and discuss their effect on mood and feelings
Listening - Describe music using appropriate vocabulary. Recognise differences between music of different times and cultures.

Transcribe
Start using graphic scores to represent music
Devise non-standard symbols to indicate when to play and rest
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent
[Holst - The Planets](#)

LKS2 B

Perform
Sing from memory with accurate pitch
Sing in tune
Maintain a simple part within a group
Pronounce words within a song clearly
Show control of voice
Play notes on an instrument with care
Perform rhythmically simple parts with awareness of others
[\(Ukulele and Body Percussion\)](#)
Harvest Festival and Christmas Carol Concert

Transcribe
Represent sounds with symbols
Use symbols to represent a composition and use them to help with a performance

Describe
Explore and express ideas, feelings, likes and dislikes about music through movement, dance and musical language (duration, timbre, pitch, beat, tempo, texture)
[Mussorgsky - Night on a Bare Mountain](#)
Identify the pulse and particular features of music.
Recognise changes in timbre, dynamics and pitch

Compose
Repeat and invent short rhythmic and melodic patterns
Choose/sequence sounds to create an effect
Create short, musical patterns and rhythmic phrases
(Compose Rainstorms)

LKS2 A

Compose
Make a range of sounds with voices and instruments
(long/short/loud/quiete/high/low)
Clap rhythms
Storytelling Through Music

Transcribe
Represent sounds with symbols
Use symbols to represent a composition and use them to help with a performance

Describe
Express how you feel about a piece of music. Responding through movement. [Saint Saens - Carnival Of The Animals](#)
Identify simple repeated patterns
Identify the beat of a tune
Recognise changes in timbre, dynamics and pitch

Perform
Follow melody using voice/instrument
Follow instructions on how and when to sing or play an instrument
Make and control long and short sounds using, voice and instruments
Imitate changes in pitch
Harvest Festival/Christmas Nativity/Rainstorms

1 B

Perform
Using voice to speak, sing, chant
Follow a melody
Follow instructions on how and when to sing or play an instrument
Make and control long and short sounds using, voice and instruments
Imitate changes in pitch
(Harvest Festival)
Christmas Nativity

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- 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.

Physical Development
Combine different movements with ease and fluency.

KS1 A

By The End of Reception (ELG):

Expressive Arts and Design

- 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.

Communication and Language

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

EYFS