

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 skilful 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

EYFS

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.