Music Curriculum – 2 Year Cycle - Year 3/4

Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, developing their creativity, self-confidence and enabling a sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to develop their ability as musicians to perform, to compose, to listen and to evaluate.

Through our Music curriculum, we intend to inspire pupils to develop a love of music which stimulates creativity, imagination and enriches their lives.

Implementation

Music is taught through the 'Threshold Concepts' of Performing, Listening, Composing, Notation and Knowledge of Music. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of music so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against National Curriculum expectations, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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Year Group	Cycle	Autumn	Spring	Summer 1	Summer 2
3/4	A	**Describe Music:** - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings **Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect.	**Describe Music:** - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings	**DPA work covers the threshold concepts of:** **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 so that they are clear. - Perform with control and awareness of others. **Transcribe:** - Devise non-standard symbols to indicate when to play and rest. - Recognise the notes EGBDF and FACE on the musical stave. - Recognise the symbols for a minim, crotchet and semi-breve and say how many beats they represent.	
	B	**Describe Music:** - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings **Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes.	**History** **Compose:** - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Use drones as accompaniments. **Perform**		

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		- Choose, order, combine and control sounds to create an effect.

**Only 2 terms planned for as Dudley Performing Arts teach a term of instrumental tuition – violins. This also includes singing and some simple notation.

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Weeks	| Years 3/4 Teaching Sequence for Music (Milestone 2) CYCLE A		
	Autumn Term	**Spring Term**	**Summer Term**
Topic Title:	**Genre / Description Composition**	**Composition / Transcribe / Performance / Describe / History**	
1	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Eg: Music genres: Rock / Country music *Sweet Child O'Mine / Rhinestone Cowboy*	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings Eg: Music genres: Musical theatre / Pop Music *You can't Stop the Beat / Thriller (or more current one)*	
2	Retrieval Quiz	Retrieval Quiz	
3	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings Eg: Music genres: Rock / Country music *Sweet Child O'Mine / Rhinestone Cowboy*	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings Eg: Music genres: Musical theatre / Pop Music *You can't Stop the Beat / Thriller (or more current one)*	
4	Retrieval Quiz	Retrieval Quiz	
5	**Pop Task** – vocabulary: duration, timbre, dynamics, pitch, beat, tempo, texture, silence (rests)	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings	

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		Eg: could children provide their own favourite piece of music – explaining mood, feelings, likes or have a selection of music conveying different moods.	
6	**Retrieval Quiz**	**Retrieval Quiz**	
7	**Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect. *Activity: listen to a melodic song – evaluate. Create accompaniment for song using untuned instruments.*	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings Eg: could children provide their own favourite piece of music – explaining mood, feelings, likes or have a selection of music conveying different moods.	
8	**Retrieval Quiz**	**Retrieval Quiz**	
9	**Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect. *Activity: Compose a short Christmas song using at least 5 notes*	**History:** Famous British composers: Edward Elgar (1857 – 1934) *Enigma Variations (Nimrod) / Allegro for Strings*	
10	**Retrieval Quiz**	**Retrieval Quiz**	
11	**Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect. *Activity: Create a short Christmas song using at least 5 notes:* **Perform (POP task)**	**History:** Famous British composers: Edward Elgar (1857 – 1934) *Enigma Variations (Nimrod) / Allegro for Strings*	
12		***POP task***	

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Years 3/4 Teaching Sequence for Music (Milestone 2) CYCLE B			
Weeks	**Autumn Term**	**Spring Term**	**Summer Term**
Topic Title:	**Genre / Description Composition**	**Composition / Transcribe / Performance / Describe**	
1	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Eg: Music genres: Classical / Rap *Eine Kleine Nachtmusik / ??*	**History**: Famous British composers: Benjamin Britten (1913 - 1976) *https://www.youtube.com/watch?v=ww4DLNuOFP4*	
2	Retrieval Quiz	Retrieval Quiz	
3	**Describe**: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Eg: Music genres: Classical / Rap *Eine Kleine Nachtmusik / ??*	**History**: Famous British composers: Benjamin Britten (1913 - 1976)	
4	Retrieval Quiz	Retrieval Quiz	
5	**Pop Task – vocabulary: duration, timbre, dynamics, pitch, beat, tempo, texture, silence (rests)**	**Compose:** - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Use drones as accompaniments. *Eg Activity: Compose a piece of music involving a constant, repeated rhythmic pattern as a bass and a melody of at least 5 notes*	
6	Retrieval Quiz	Retrieval Quiz	
7	**Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect.	**Compose:** - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Use drones as accompaniments.	

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	Activity: Compose an accompaniment to a tune/song of their choice. Choose the instruments/sounds that would give the greatest desired effect. Use a conductor to control the performance.	*Eg Activity: Compose a piece of music involving a constant, repeated rhythmic pattern as a bass and a melody of at least 5 notes*	
8	**Retrieval Quiz**	**Retrieval Quiz**	
9	**Compose:** - Compose and perform melodic songs. - Create accompaniment for tunes. - Choose, order, combine and control sounds to create an effect. *Activity: Compose an accompaniment to a tune/song of their choice. Choose the instruments/sounds that would give the greatest desired effect. Use a conductor to control the performance.*	**Compose:** - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Use drones as accompaniments. *Eg Activity: Compose a piece of music involving a constant, repeated rhythmic pattern as a bass and a melody of at least 5 notes*	
10	**Retrieval Quiz**	**Retrieval Quiz**	
11	**Pop Task – Performance**	**Pop Task – Performance**	