

## Music at Angel Oak Academy

Angel Oak Academy's music curriculum is designed to ensure pupils have excellent musical knowledge, critical engagement skills, and an enjoyment and appreciation of music to take into their future studies. We believe that every child is musical, and that a music education is vital for the development of self-confidence, creativity and a sense of achievement. Music lessons are whole-class sessions, so ensemble and team work skills are developed at a young age.

Our music curriculum is divided into five main strands: listening and appraising; playing; singing; composing; and performing. Singing acts as the anchor of our curriculum. Pupils are guided to use their voices correctly and creatively, and they explore the use of tone and pitch. In addition to singing, each year group learns a musical instrument for one term per academic year.

## Music Key Learning Indicators

Year group	Knowledge	Skills
<b>Reception</b>	<b>Listen and Respond</b> <ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> </ul>	<b>Listen and Respond</b> <ul style="list-style-type: none"> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>
	<b>Explore and Create</b> <ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> </ul>	<b>Explore and Create</b> <ul style="list-style-type: none"> <li>To find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>To copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>To explore high and low using voices and sounds of characters in the songs.</li> <li>To listen to high-pitched and low-pitched sounds on a glockenspiel.</li> </ul>

		<ul style="list-style-type: none"> <li>To invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>To Add a 2-note melody to the rhythm of the words.</li> <li>To play with two pitched notes to invent musical patterns.</li> </ul>
	<b>Singing</b> <ul style="list-style-type: none"> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>To know that songs have sections.</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> </ul>
	<b>Share and Perform</b> <ul style="list-style-type: none"> <li>To know that a performance is sharing music.</li> </ul>	<b>Share and Perform</b> <ul style="list-style-type: none"> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about.</li> </ul>
<b>Year 1</b>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>
	<b>Games</b> <ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>To find the pulse of a song.</li> <li>To listen to the rhythm and clap back.</li> <li>To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>To create clapping rhythms for others to copy.</li> <li>To use voices to copy back using 'la', whilst marching to the steady beat.</li> </ul>

	<b>Singing</b> <ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>To learn about voices, singing notes of different pitches (high and low).</li> <li>To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>To learn to start and stop singing when following a leader</li> </ul>
	<b>Playing</b> <ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing</li> </ul>	<b>Playing</b> <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>To play a tuned instrumental part with the song they perform. Learn to play an instrumental part.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>
	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To know that improvisation is about making up your own tunes on the spot.</li> </ul>	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To improvise clapping rhythms.</li> <li>To use voices or instruments to improvise using one or two notes.</li> </ul>
	<b>Composition</b> <ul style="list-style-type: none"> <li>To know that composing is like writing a story with music.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To help to create a simple melody using one, two or three notes.</li> <li>To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
	<b>Performance</b> <ul style="list-style-type: none"> <li>To know that a performance is sharing music with other people, called an audience.</li> </ul>	<b>Performance</b> <ul style="list-style-type: none"> <li>To choose a song they have learnt from the Scheme and perform it.</li> <li>To record the performance and say how they were feeling about it.</li> </ul>
<b>Year 2</b>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>

	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• To know that rhythms are different from the steady pulse.</li> <li>• To know that we add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To find the pulse of a song.</li> <li>• To listen to the rhythm and clap back.</li> <li>• To copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>• To creating clapping rhythms for other to copy.</li> <li>• To listen and sing back using 'la', whilst marching the steady beat.</li> </ul>
	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To learn about voices singing notes of different pitches (high and low).</li> <li>• To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> </ul>
	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• To learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>•</li> </ul>	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• To learn to play a tuned instrumental part.</li> <li>• Play the part in time with the steady pulse.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>
	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• To know that improvisation is making up your own tunes on the spot.</li> </ul>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• To use improvise clapping rhythms and use voices and instruments to improvise using one or 2 notes.</li> </ul>
	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• To know that composing is like writing a story with music.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• To help create three simple melodies with the Units using one, three or five different notes.</li> <li>• To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• To know a performance is sharing music with an audience.</li> </ul>	<p><b>Performance</b></p>

		<ul style="list-style-type: none"> <li>To choose a song they have learnt from the Scheme and perform it.</li> </ul>
<b>Year 3</b>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about its lyrics, any musical dimensions in the song and the instruments used in the song.</li> </ul>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
	<b>Games</b> <ul style="list-style-type: none"> <li>To know how to find and demonstrate the pulse.</li> <li>To know the difference between pulse and rhythm.</li> <li>To know how pulse, rhythm and pitch work together to create a song.</li> <li>To know that every piece of music has a pulse/steady beat.</li> <li>To know the difference between a musical question and an answer.</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>To find the Pulse of a song.</li> <li>To listen to a rhythm, clap back and create own rhythm.</li> <li>To listen to and copy back pitch.</li> </ul>
	<b>Singing</b> <ul style="list-style-type: none"> <li>To know and be able to talk about the role of a choir, and conductor</li> <li>To know that songs can make you feel different things.</li> <li>To know why you must warm up your voice.</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>
	<b>Playing an instrument</b> <ul style="list-style-type: none"> <li>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</li> </ul>	<b>Playing an instrument</b> <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part</li> </ul>

		<p>or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>
	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To know and be able to talk about improvisation.</li> </ul>	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>
	<b>Compositions</b> <ul style="list-style-type: none"> <li>To know and be able to talk about a composition.</li> </ul>	<b>Compositions</b> <ul style="list-style-type: none"> <li>To help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song and talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
	<b>Performance</b> <ul style="list-style-type: none"> <li>To know and be able to talk about the meaning of performing.</li> </ul>	<b>Performance</b> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<b>Year 4</b>	<b>Listen and Appraise</b>	<b>Listen and Appraise</b> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> </ul>

	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk the lyrics, style, song sections and any musical dimensions and instruments used.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>To talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>To use musical vocabulary correctly.</li> </ul>
	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>To know and be able to talk about pulse, rhythm and pitch and how they work together.</li> <li>Musical Leadership: to create musical ideas for the group to copy or respond to.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>To find the Pulse of a song.</li> <li>To listen to a rhythm, clap back and create own rhythm.</li> <li>To listen to and copy back pitch.</li> </ul>
	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To know and be able to talk about the role of a choir, and conductor.</li> <li>To know that songs can make you feel different things.</li> <li>To know why you must warm up your voice.</li> <li>To understand texture in relation to singing- how a solo singer makes a thinner texture than a large group.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>
	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).</li> </ul>	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>

		<ul style="list-style-type: none"> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To know and be able to talk about improvisations.</li> </ul>	<b>Improvisations</b> <ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>
	<b>Composition</b> <ul style="list-style-type: none"> <li>To know and be able to talk about composition.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>To plan and create a section of music that can be performed within the context of the unit song.</li> <li>To talk about how it was created.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
	<b>Performance</b> <ul style="list-style-type: none"> <li>To know and be able to talk about the meaning of performing.</li> </ul>	<b>Performance</b> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>