**Croydon Music & Arts Scheme of Learning for Primary Schools**

**based on the Model Music Curriculum (2021)**

This document is intended to support the lead teacher for Music in Croydon primary schools, as well as Croydon Music & Arts (CMA) teachers who deliver class music lessons in Croydon primary schools. CMA teachers will liaise with schools to determine how best to integrate their curriculum intents with whole school planning for both music and wider personal development of pupils. **It will be reviewed regularly so please revisit our website for updates.**

Each school is unique and will have their own approach to delivering music and other performing arts. The Model Music Curriculum (MMC) is not statutory but instead provides a recommended way of delivering the National Curriculum with ongoing progression from Reception to Year 6. Schools should create their own curriculum framework based on the resources available to them, the prior learning of their pupils, and the cultural background of the children in the school. The CMA Scheme of Learning for Primary Schools provides:

1. The key intents of the Model Music Curriculum
2. Information about how Croydon Music & Arts can support Music and other Performing Arts in schools, including out of school opportunities.
3. Teaching ideas and links to resources that are not included in the MMC. These include ways to use the performing arts to support the personal development of your pupils.

The key intents of the MMC are divided into three categories for the benefit of planning: Performing, Composing and Conceptual Knowledge. However, in practice, many of these elements overlap and will be taught and experienced simultaneously. Performing and Composing come first following the principle of ‘sound before symbol.’ Music as a language and form of expression existed before notation and nomenclature, and pupils should experience a sound before applying a label to it, particularly in the early stages of learning. The fourth column lists ideas for additional resources not listed in the MMC, ways to integrate cultural links, and signposts to opportunities provided by CMA and our partners. The framework is divided into three groups: Early Years and KS1, Years 3-4, Years 5-6. It is recommended that prior learning is taken into consideration when planning to activities in KS2 and that the basics from KS1 continue to be included.

If you have any questions please talk to your CMA liaison teacher who will be the person leading your whole class tuition. If you do not have any CMA-taught class music in your school the contact musicandarts.education@croydon.gov.uk and a member of our leadership team will contact you.

**Curriculum framework overview with examples**

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| Performing (singing and instrumental skills) | Composing(inc. improvisation and technology) | Conceptual Knowledge(Listening, appraising, understanding) | CMA suggestions |
| SingingPlaying an instrument* Un-tuned
* Tuned

Control of rhythm, beat ,metreControl of pitchUse of expressionUsing notationStage craft | Call & ResponseImprovisationControlling and repeating sounds with musical intent.Composing in response to different stimuliRecording compositions using notation and music technology. | Listening to live and recorded music of different genres. Learning how to identify and describe different musical elements.Developing the ability to listen and appraise the performances and composition of others. Develop an understanding of notation, including graphic score, rhythmic notation and stave notation. | CSMA Infant FestivalCSMA Junior FestivalCSMA Christmas ConcertRSL Star 1 Heritage activity‘I am’ poems set to musicCharanga composition toolsUsing Bandlab to demonstrate texture and structureLearning Through the Arts |

**Early Years and Key Stage 1**

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| Performing | Composing | Conceptual Knowledge | CMA suggestions |
| Sing simple songs in unison, and chantingIncrease pitch range gradually and use major pentatonic songsControl sound and pitch accuracyCopy back simple rhythms with accuracyLearn Action Songs Use Body PercussionDevelop control of handling and playing musical instruments through using un-tuned and tuned percussion.By Year 2:Understand and control dynamic and tempo changes when singing, following gestures. | Improvise short phrases (vocally or using classroom percussion).Call & Response (teacher-led)Question & Answer (pupil pairs)Use ostinatiUse percussion (classroom percussion or body percussion) to create sound effects that enhance a story.Use graphic notation with pupils’ own symbols to represent compositions.Use music technology to capture, record and notate compositions.  | Listen to live and recorded music and respond.Expose pupils to a wide range of instruments, styles and cultures. Move in time to a steady **beat** (walk, clap)Identify the difference between **beat** and **rhythm**Identify high and low **pitch** Introduce the concept of size matching pitch (eg. glockenspiel keys, boom-wackers, orchestral instruments)Identify changes in **dynamics** and **tempo**By Year 2:Read and clap simple rhythms using stick notation:**Crotchet, quaver pairs** and **crotchet rest**Remember and recognise short rhythmic patterns using words.Recognise 3 notes using stave notation, in order to play them on a melodic instrument (eg. tuned percussion or recorder).Core vocabulary in **bold**. | The CSMA Infant Festival provides an opportunity for pupils to sing in a large choir and perform in a professional venue.Personal development and cultural capital:Children sing songs from their own heritage.Listening to simple pieces and discuss emotions – choose words to express emotions. Children respond to the music using movement or create a dramatic scenario.Representation - watching/listening to musicians from a diverse range of ethnic and cultural backgrounds.Embed understanding of musical elements through movement and dance.See links below for warm-up ideas. |

**Key Stage 2: Years 3 & 4**

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| Singing and instrumental skills | Composing | Understanding/ Appraising | CMA suggestions |
| Sing unison songs with a pitch range up to one octave. Songs should have increasingly wider leaps and introduce more complex rhythms. By Year 4 pupils should sing rounds, partner songs, and other 2 or 3 part repertoire. Sing with greater accuracy of pitch, dynamic (crescendo and diminuendo) and articulation (staccato and legato). Perform in a choir in school assemblies.Learn an instrument for a year through your Music Education Hub’s whole class programme (CMA). Pupils should be signposted to where they can continue learning an instrument by their school or CMA teacher. Music leads within the school could teach whole class keyboards, ukulele and recorders.  | **Improvisation**Year 3: Improvise using a limited number of pitches in response to teacher-led stimulus Year 4: Improvise using a limited range of pitches, exploring rhythm, dynamics and articulation. **Composition**Year 3: Respond to a range of stimuli including musical, stories and visual images. Compose and notate music using simple rhythms and at least 3 different pitches.Use instruments (tuned or un-tuned) to accompany a song or dance. Year 4: Compose using at least 3 note values (eg. Crotchet, quavers, minim) and equivalent rests, staccato and legato, and dynamics.Compose using the major pentatonic scale, showing an awareness of metre (bars and bar lines)Use different stimuli (eg. a film clip) and choose appropriate sounds to enhance musical characterisation.Use both major and minor chordsUse a range of instruments for composing, including those taught in whole class tuition.Capture and record work using graphic notation, rhythmic notation with time signatures, conventional stave notation, music technology. | Develop the ability to read stave notation for the purposes of singing and playing a melodic instrument (including the instrument taught as part of whole class tuition). By end of Year 4 students should be able to read:Crotchets and crotchet restsQuaver pairsMinims and minim restsYear 3 vocabulary:Downbeats, fast (allegro), slow (adagio), pulse beat. High and low pitch, rising and falling pitch.Call and response, echo, question and answer phrase, ostinato.Drone, unison, solo, layers (texture)Loud (forte) and quiet (piano) dynamicsYear 4 vocabulary:Bar, metre, gradual tempo changes (accel. rit.).Octave range, major and minor tonality.Pentatonic scale.Rounds, partner songs, repetition, contrastStatic (eg. drone) and moving harmony.Texture: Duet and melody and accompanimentCrescendo, Diminuendo, legato, staccato.Awareness of different instruments, and playing skill in a melodic instrument. | Attend the CSMA Christmas Concert, see your teacher perform and sing along with well-known songs and carols.Join a [CMA Star Class](https://www.croydonmusicandarts.co.uk/star-class) if the instrument you would like to learn is not offered in your school. Lessons are offered on Saturdays and Tuesday evening at Oasis Academy Shirley Park. Classes will also be starting in local libraries from September 2022.Use a poem like the ‘I am’ poem to help pupils express themselves and create a composition from the class’s responses.Music tech:Use *Percussion Writer* and *Music Explorer* programmes within ‘Creative Apps’ on Charanga to create a backing for a composition, such as the ‘I AM’ poem CMA class teachers have a Charanga licence for use in their lessons. Contact CMA about a licence for your school.See links below for more information on warm-ups and teaching ideas. |

**Key Stage 2: Years 5 & 6**

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| Singing and instrumental skills | Composing | Understanding/ Appraising | CMA suggestions |
| Sing a broad range of songs from an extended repertoire, with ensemble and performance skills.Perform songs in 3 or 4 parts, and songs with a verse and chorus. Perform a range of songs in school assemblies and in other performance opportunities to a wider audience. By Year 6 use songs featuring syncopated rhythms and compound time. Develop a sense of balance and phrasing.  | Improvise freely over a drone.Improvise over a groove with awareness of the beat. Improvise using musical variety including dynamics and articulation. Compose using at least two chords, major and minor tonalities, and different textures. Compose a piece in Ternary form (in pairs).Understand and implement how to alter musical elements to evoke different moods eg. compose music for a silent film.By Year 6Improvise/ compose music using multiple sections that include repetition and contrast.Use chord changes as part of an improvisation.Plan, compose and notate an 8 or 16 beat melodic phrase using the pentatonic scale. Compose a melody using at least two chords (eg. C major and A minor, or G major and E minor) depending on the instruments available. Use music technology to capture and record composition.  | Simple and compound time; syncopation. Diatonic scales in different keys.Ternary form, verse & chorus, other structuresTriads and chord progressionsMusic in 3 or 4 partsWider range of dynamics eg. *pp mp mf ff*Awareness of different sonority and techniques available on different instruments eg. pizzicato and tremolo. Crotchets, quaver pairs, minims, semibreves, rests2, 3 and 4 crotchet in a bar metresRange of one octave on stave notationCrescendo, diminuendoAccelerando, rallentandoListening:MMC list has a range of western, pop and other traditions (Link to Spreadsheet).  | The CSMA Junior Festival provides an opportunity for pupils to sing in a large choir and perform in a professional venue.Learning Through the Arts project (ask your CMA teacher for support with this).Compose music for a text studied in English lessons eg. (The Journey, Francesca Sanna).Aim for independent student-led ensembles within the school led by Year 6s. Use the pentatonic scale to study different cultures (listening and composition).Look at lessons and resources on [Little Kids Rock](https://www.littlekidsrock.org/free/) for supporting pop, rock and rap music. Music Tech: Use a simple DAW (Digital Audio Workstation) such as [*Bandlab for Education*](https://edu.bandlab.com/) to record sounds and pupil compositions.See links below for more information on warm ups and teaching ideas. |