



Bentham Community  
Primary School

## Music at Bentham CP School

### Our Curriculum Aims:

At Bentham School our vision is to make music an active and influential part of school life. Music is a unique way of communicating both as an individual and as part of a wider community. It can motivate and inspire, and is a vehicle for personal expression and development. We will provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. We want to inspire the minds of tomorrow to be creative and proactive musicians. We want to encourage our children to be lifelong learners and appreciators of music from different eras and cultures. We want them to make musical choices based upon their, feelings, understanding, and experiences of this subject.

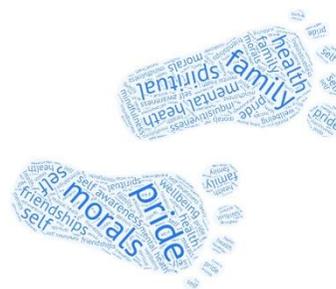
### Our Curriculum Drivers:



Our Place In Our World



Our voice



Ourselves



Our Ambitions

### Characteristics of a Musician

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social, and cultural origins of music - contributes to the diversity of styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

- A passion for and commitment to a diverse range of musical activities.

### **Music and our Locality**

We have the following opportunities available to us to enhance our Music curriculum:

- Weekly visits from specialist peripatetic music teachers to deliver musical instrument lessons. Specialisms have included: guitar, ukulele, flute.
- Opportunities to perform within our local community, such as the annual carol service at Bentham Auction Mart.
- Children have the opportunity to perform in the KS1 Christmas Nativity and End of Year production each year.
- Links with local Schools

### **Implementation**

Our children should be able to organise their knowledge, skills and understanding around the following key learning concepts:



**Listen and appraise**  
**Games: The Interrelated Dimensions of Music**  
**Singing**  
**Playing of Instruments**  
**Improvisation**  
**Composition**  
**Performance**

These key learning concepts underpin learning in each milestone. This enables children to reinforce and build upon prior learning, make connections, and develop subject specific language.

The accumulation of knowledge and skills from Years 1 to 6 is mapped below. For each Milestone, the first group of bullet points refer to musical knowledge, while the second group of bullet points refer to musical skills.

Key Learning Concept	Milestone 1	Milestone 2	Milestone 3
	Years 1 and 2	Years 3 and 4	Years 5 and 6
Listen and Appraise	<ul style="list-style-type: none"> <li>To know five songs off by heart and know what they are about</li> <li>To know and recognise the sound and names of some of the instruments they use.</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> <li>To learn how they can enjoy music by dancing, marching, or role playing as animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and know who sang/wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and talk about: <ul style="list-style-type: none"> <li>- the meaning of the lyrics</li> <li>- any musical dimensions (linking to IDM)</li> <li>- the structure (introduction, verse, chorus etc.)</li> <li>- some of the instruments used (name, properties etc.)</li> <li>- what musical characteristics give it its style</li> </ul> </li> <li>To confidently identify and move to the pulse.</li> <li>To think about the meaning of the lyrics and consider how it makes them feel.</li> <li>To listen carefully and respectfully to other people's comments.</li> <li>To use appropriate musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and know: who sang/wrote them, when they were written, why they were written, (if appropriate), and know their style.</li> <li>To choose two/three songs and talk about: <ul style="list-style-type: none"> <li>- the meaning of the lyrics</li> <li>- musical dimensions (IDM)</li> <li>- the structure (introduction, verse, chorus etc.)</li> <li>- some of the instruments</li> <li>- what musical characteristics give it its style</li> <li>- the historical context</li> </ul> </li> <li>To confidently identify and move to the pulse.</li> <li>To consider the message of the song.</li> <li>Compare songs in the same style.</li> <li>To listen carefully and respectfully to other people's comments.</li> <li>To use appropriate musical vocabulary.</li> <li>To talk about how the music makes you feel and why.</li> </ul>
Games: The Interrelated Dimensions of Music (IDM)	<ul style="list-style-type: none"> <li>To know that music has a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>To know how to find and demonstrate the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To know how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that they can create rhythms from words, names, favourite food, colours, and animals.</li> <li>• To know that rhythms are different from the steady pulse.</li> <li>• To vary pitch when singing and playing instruments.</li> <li>• Embed the skills associated with pulse, rhythm, and pitch (IDM) through games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between pulse and rhythm.</li> <li>• To know how pulse, rhythm, and pitch work together in a song.</li> <li>• To know that every piece of music has a pulse.</li> <li>• To know the difference between a musical question and answer.</li> <li>• Embed the skills associated with pulse, rhythm, and pitch (IDM) through games and activities with increasing complexity, and with the introduction of basic notation.</li> </ul>	<ul style="list-style-type: none"> <li>• song.</li> <li>• To know how to keep an internal pulse.</li> <li>• To learn how to lead a group in copy and response activities.</li> <li>• Embed the skills associated with pulse, rhythm, pitch, and wider features of IDM through games and activities with increasing complexity, and with the use of basic notation.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• To confidently sing or rap five songs from memory.</li> <li>• To know that unison means everyone sings at the same time.</li> <li>• To understand that songs can include other ways of using the voice, such as rapping.</li> <li>• To know why we need to warm up our voices.</li> <li>• Learn about singing notes of varying pitch.</li> <li>• Learn to start and stop singing when following a leader.</li> <li>• Learn to find a comfortable singing position.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that singing in unison can be called a choir.</li> <li>• To understand the role of the conductor.</li> <li>• To understand music can make you feel different things (mood).</li> <li>• To know why we need to warm up our voices.</li> <li>• To understand that the texture of a sung piece can vary depending on how many people are singing.</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader or conductor when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs from memory with a strong internal pulse.</li> <li>• To choose a song and be able to talk about its features, the use of unison, solos, lead singer(s), backing vocals, rap etc.</li> <li>• To explain the message of a song.</li> <li>• To know why we need to warm up our voices.</li> <li>• To represent the feeling and context to your audience.</li> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring a solo.</li> <li>• To listen to the group when</li> </ul>

		<ul style="list-style-type: none"> <li>• To explore solo singing opportunities.</li> <li>• To sing with an awareness of 'being in tune'.</li> <li>• To have an awareness of the pulse internally while singing.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader or conductor when singing.</li> <li>• To listen and be aware of how you fit into the group.</li> <li>• To sing with an awareness of 'being in tune'.</li> </ul>
Playing of Instruments	<ul style="list-style-type: none"> <li>• To learn names of notes in their instrumental part from memory or when written down.</li> <li>• To learn the names of the instruments they are playing (tuned and untuned instruments).</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrument part (solo or ensemble).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and talk about the instruments used in class.</li> <li>• To identify and talk about other instruments that feature in a band or orchestra.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• To rehearse and perform their part of a song.</li> <li>• Listen to and follow instructions from a conductor or leader.</li> <li>• To experience being the leader or conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• To know different ways of writing music down music down (staff notation, symbols)</li> <li>• To be able to identify the notes C D E F G A B on the treble stave.</li> <li>• To identify and talk about other instruments that feature in a band or orchestra.</li> <li>• Play an instrument with the correct technique.</li> <li>• Learn an instrumental part from memory or using notation.</li> <li>• To rehearse and perform their part of a song.</li> <li>• Listen to and follow instructions from a conductor or leader.</li> <li>• To experience being the leader or conductor.</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• To understand that improvisation is about making up your own tunes, on the spot.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that improvisation is about making up your own tunes, on the spot.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that improvisation is about making up your own tunes, on the spot.</li> </ul>

	<ul style="list-style-type: none"> <li>• To understand that everyone can improvise.</li> <li>• To know that improvised music does not have to be written down.</li> <li>• Practice improvising when clapping, singing, or playing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that improvised music does not have to be written down.</li> <li>• To know that using one or two notes confidently is better than using five without confidence.</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>• To know that you can use existing pieces or riffs as inspiration.</li> <li>• Practice improvising when clapping, singing, or playing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that improvised music does not have to be written.</li> <li>• To know that using one or two notes confidently is better than using five without confidence.</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>• To know that you can use existing pieces or riffs as inspiration.</li> <li>• To know three well-known improvising musicians.</li> <li>• Practice improvising when clapping, singing, or playing an instrument.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• To understand that composing is like writing a story with music.</li> <li>• To understand that everyone can compose.</li> <li>• Help create a melody using one, two or three notes.</li> <li>• Learn how the notes can be written down and changed.</li> </ul>	<ul style="list-style-type: none"> <li>• A composition is a musical story that can performed again.</li> <li>• To know that there are different ways of recording compositions on paper (letter names, symbols) and when performed (audio track, video).</li> <li>• Help create a simple melody using up to 5 different notes.</li> <li>• Plan and create a section of music for performance.</li> <li>• Discuss the composition process.</li> <li>• Reflect upon the developing composition and make decisions and pulse, rhythm, pitch,</li> </ul>	<ul style="list-style-type: none"> <li>• A composition is a musical story that can performed again.</li> <li>• A composition has pulse, rhythm and pitch that that are shaped by tempo, dynamics, texture, and structure.</li> <li>• To recognise the link between sound and symbol (notation).</li> <li>• Create simple melodies using up to five different notes and simple rhythms.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Reflect upon the developing composition and make decisions</li> </ul>

		dynamics, and tempo.	and pulse, rhythm, pitch, dynamics, and tempo. <ul style="list-style-type: none"> <li>To record the composition and recognise the connection between sound and symbol (graphic/pictorial, notation).</li> </ul>
Performance	<ul style="list-style-type: none"> <li>A performance is a way of sharing music with an audience.</li> <li>To know that an audience can include your friends, other children in school, or parents.</li> <li>To know that a performance can happen in class, or as a special occasion such as a concert or as part of a school play.</li> </ul>	<ul style="list-style-type: none"> <li>A performance is a way of sharing music with an audience.</li> <li>Audience size/content can vary.</li> <li>To sing, rap or play clearly and with confidence.</li> <li>To understand that a performance must be planned.</li> <li>A performance involves communicating feelings, thoughts, and ideas about the song/music.</li> <li>To choose what to perform and create a programme if needed.</li> <li>To communicate the meaning of the words clearly.</li> <li>To know how to position themselves when performing, including posture.</li> <li>To record the performance and reflect on it (what went well, what would they do differently next time).</li> </ul>	<ul style="list-style-type: none"> <li>A performance is a way of sharing music with an audience.</li> <li>Audience size/content can vary.</li> <li>To sing, rap or play clearly and with confidence.</li> <li>To understand that a performance must be planned.</li> <li>A performance involves communicating feelings, thoughts, and ideas about the song/music.</li> <li>To choose what to perform and create a programme if needed.</li> <li>To communicate the meaning of the words clearly.</li> <li>Talk about the venue and to use it to best effect.</li> <li>To record the performance and reflect on it (what went well, what would they do differently next time).</li> </ul>

## **Aspirations For The Future**

Children develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a Musician:

- Music Producer
- Conductor
- Professional Musician (band, orchestra)
- Music Teacher (school or tutor)
- Sound Engineer
- Special Effects Technician
- Foley Artist
- Music Therapist
- Theatre Performer

## **Impact**

### **Assessment**

Through the explicit teaching of the Music skills, both the teachers and the children assess their learning continuously throughout the lesson. Throughout and at the end of a unit of work, children will reflect on their learning alongside their peers and their teacher. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Subject Leader Portfolios will collate evidence of learning across the year. This will include pupil and parent voice, photographs and examples of children's learning both within and beyond the school day.