

# Music Route Planner

## Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

## Music Route Planner

	Area of Study	Content/Topics addressed	Assessment Objectives
<b>Year 1</b>	<b>Performing</b>	For example: - Learning and performing songs for assemblies and plays - Chanting and singing to change activities - Copying patterns on Djembe drums - Exploring what sounds come from different instruments from around the world.	<ul style="list-style-type: none"> <li>• Perform in a group song.</li> <li>• Use their voice to speak, sing and chant.</li> <li>• Copy short rhythmic patterns</li> <li>• Know how to make sounds on different instruments, e.g. drum, xylophone.</li> </ul>
	<b>Composing</b>	For example: - When singing or performing songs, changing pitch or using legato/staccato notes - Making soundscapes of weather, nature.	<ul style="list-style-type: none"> <li>• Change sounds that they sing or play to make them louder or quieter, longer or shorter, higher or lower.</li> <li>• Choose sounds to represent things, e.g. the wind, water, a lion.</li> </ul>
	<b>Appraising and evaluating</b>	For example: - Using an emotions wheel to respond to a variety of music - Dance and respond to music from around the world in PE.	<ul style="list-style-type: none"> <li>• Say whether music sounds happy or sad and can move to the music to show how it feels to me, e.g. march, slide, jump or dance.</li> </ul>
<b>Year 2</b>	<b>Performing</b>	For example: - Learning and performing songs for assemblies and plays - I play – you play phrases of music/sound - Call and respond singing - Changing tempo and pitch when playing and singing	<ul style="list-style-type: none"> <li>• Sing simple songs in tune.</li> <li>• Keep the beat when singing or playing with others.</li> <li>• Copy and repeat simple rhythms.</li> <li>• Change how a sing and play by following musical instructions e.g. get louder or faster.</li> </ul>
	<b>Composing</b>	For example: - Compose short phrase of simple notes - Composing simple sequence for an assembly	<ul style="list-style-type: none"> <li>• Make up simple rhythms keeping to a pulse.</li> <li>• Choose different instrument sounds and decide on how to order them for a performance.</li> </ul>

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	<b>Appraising and evaluating</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Listening and appraising music from around the world and discussing pitch and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Hear when a piece of music changes speed (tempo), volume (dynamics) and pitch.</li> </ul>
<b>Year 3</b>	<b>Performing</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Learning and performing songs for assemblies and plays</li> <li>- Play a simple phrase.</li> <li>- Listen and copy phrases from source or each other.</li> <li>- Compose simple phrases and play and record</li> <li>- Begin to learn notation and clap rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with others or on their own, remembering the tune and keeping in time</li> <li>• Keep a beat on their own.</li> <li>• Copy and play simple rhythms and melodies in time with other people.</li> <li>• Play at different speeds (tempi) and in different pulses (metres).</li> <li>• Use their own made up symbols to represent sounds.</li> <li>• Recognise some staff notation symbols.</li> </ul>
	<b>Composing</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Listen and repeat short phrases of music and use these to help compose their own.</li> <li>- Use a variety of instruments from around the world.</li> <li>- Listen to music from around the world and use it as a basis for creating their own composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Make up rhythms and pitched patterns.</li> <li>• Make up short musical patterns in a group or on their own with a beginning, middle and end, using different instruments or sounds.</li> <li>• Use different instruments and sounds in their compositions.</li> </ul>
	<b>Appraising and evaluating</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Learning and using the correct music terms e.g. tempo, pitch, timbre etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Describe music using words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music.</li> </ul>

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<b>Year 4</b>	<b>Performing</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Learning and performing songs for assemblies and plays</li> <li>- Experimenting with instruments to find out different sounds and patterns</li> <li>- Applying cresc and dim to composed pieces</li> <li>- Playing ostinatos and rounds with created simple patterns</li> <li>- Creating soundscapes for topic work.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs in tune with expression as part of a group or on their own.</li> <li>• Change the way they play an instrument, learning and applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters etc.</li> <li>• Use crescendo (getting gradually louder), diminuendo (getting gradually quieter), and changes in tempo to create effects.</li> <li>• Play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance.</li> <li>• Choose and order sounds to fit a given theme or idea.</li> </ul>
	<b>Composing</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>- Performing known topic songs as group or round and changing pitch and tempo</li> <li>- Adding instruments to created soundscapes and composed pieces to create timbre and depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise or perform ostinato as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics.</li> <li>• Select a sound or instrument to achieve an effect. e.g. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful</li> </ul>
<b>Year 5</b>	<b>Performing</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Use chords to accompany a song</li> <li>Learn a bassline to accompany a song</li> <li>Play own rhythm in a Stomp piece</li> <li>Write own rhythm for Stomp piece</li> </ul>	<ul style="list-style-type: none"> <li>• Play 2 or 3-note concords and discords</li> <li>• Perform a simple melodic part in an ensemble – playing or singing</li> <li>• Perform a rhythm independently in an ensemble</li> <li>• Read and write pitch notation with support</li> </ul>
	<b>Composing</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Create music for an aquarium</li> <li>Create an ABA piece</li> <li>Write a simple song</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple sounds to match the stimulus</li> <li>• Compose sounds showing awareness of the elements</li> <li>• Compose simple melodies to fit lyrics</li> </ul>
	<b>Appraising and evaluating</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Explore each Element, describing and selecting sounds</li> <li>Suggest improvements when evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Know the elements and select accurate vocabulary to describe sounds, including own performance</li> <li>• Improve own work</li> </ul>

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<b>Year 6</b>	<b>Performing</b>	For example – Learn the Blues sequence to accompany improvising Play own part in African Drumming Write song	<ul style="list-style-type: none"> <li>• Play 2 or 3-note chords to accompany a melody</li> <li>• Play and/or sing own part in an ensemble with confidence and accuracy</li> <li>• Read notation when reminded of the rhymes</li> </ul>
	<b>Composing</b>	For example - Compose music for pictures  Develop sounds to make expressive Song writing Improvise in the Blues	<ul style="list-style-type: none"> <li>• Compose sounds using a range of resources and structures to meet the composition intentions</li> <li>• Add expression to composing with guidance</li> <li>• Compose simple melodies to fit lyrics with awareness of rhythm and structures</li> <li>• Improvise simple patterns over an accompaniment</li> </ul>
	<b>Appraising and evaluating</b>	For example - Describe and compare sounds in African Music Suggest improvements – peer feedback African and Blues Music	<ul style="list-style-type: none"> <li>• Use the elements accurately to describe and compare sounds, including their own performance</li> <li>• Improve own work and give suggestions to improve the work of others</li> <li>• Have awareness of musical context</li> </ul>
<b>Year 7</b>	<b>Performing</b>	For example - Reggae Accompaniments Write own 8-bar theme	<ul style="list-style-type: none"> <li>• Play 2 or 3-note named chords in time with the pulse</li> <li>• Play a melody or bassline, accurately in the ensemble</li> <li>• Use notation with some accuracy</li> </ul>
	<b>Composing</b>	For example - Film Music to Spiderman Composing accompanying parts  Develop expression within the film score	<ul style="list-style-type: none"> <li>• Compose atmospheric sounds to match the stimulus, e.g. A film</li> <li>• Compose and improvise short melodic ideas with awareness of chords, structure and rhythm.</li> <li>• Change the expression of their compositions to match the mood</li> </ul>
	<b>Appraising and evaluating</b>	For example - Reggae - Listening assessment Peer assessment – Theme and Variations Gamelan	<ul style="list-style-type: none"> <li>• Use the elements accurately to describe, evaluate and compare sounds</li> <li>• Suggest musical improvements to performances</li> <li>• Recognise the musical context</li> </ul>

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<b>Year 8</b>	<b>Performing</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Power Ballads – chords developing to song writing</li> <li>Creating complex melodies to fit chords – Power Ballads/Ground Bass</li> <li>Samba</li> <li>Ground Bass and Power Ballads – composing own parts using <i>Finale</i></li> </ul>	<ul style="list-style-type: none"> <li>• Play and change chords accurately in a progression</li> <li>• Play a more complex melody independently with accuracy and expression</li> <li>• Play rhythms accurately against other rhythmic layers</li> <li>• Use notation fluently</li> </ul>
	<b>Composing</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Expressive Vocal project</li> <li>Ground Bass- improvise on chords</li> <li>Ground Bass- composition over GB</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate sounds to create moods, atmospheres and expressions to match a stimulus</li> <li>• Improvise and create a simple melodic line to fit a chord sequence</li> <li>• Compose music with clearly defined structures and textures</li> </ul>
	<b>Appraising and evaluating</b>	<p>For example -</p> <ul style="list-style-type: none"> <li>Evaluations for all units</li> <li>Peer/self assessments – Ground Bass/Adverts</li> <li>Samba</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to evaluate their performances and those of others, against success criteria</li> <li>• Suggest musical improvements to performances, giving reasons.</li> <li>•</li> <li>• Be aware of different musical styles and genres and some key features of these</li> </ul>
<b>Year 9</b>	<b>Performing</b>	<ul style="list-style-type: none"> <li>- Steel Pans (SP)</li> <li>- Instrumental Skills (IS)</li> <li>- 4 Chord Song (4CS)</li> <li>- Eurovision (E)</li> </ul>	<ul style="list-style-type: none"> <li>• Play fluently at least 4 major/minor triads on the keyboard as part of a chord progression. (IS, 4CS, E)</li> <li>• Play a basic rock beat on the drum kit, with help. (IS)</li> <li>• Play a 4 note bass line on bass guitar with a more complex rhythm/string shifts, and read &amp; apply basic tab notation. (IS)</li> <li>• Hold a musical line as part of an ensemble, within a more complex structure. (All)</li> </ul>
	<b>Composing</b>	<ul style="list-style-type: none"> <li>- 4 Chord Song (4CS)</li> <li>- Eurovision (E)</li> </ul>	<ul style="list-style-type: none"> <li>• Compose expressively and with a sense of style. (E, 4CS)</li> <li>• Compose contrasting melodic lines to fit within a given chord progression. (E)</li> <li>• Use traditional structures (such as song form) effectively. (E)</li> <li>• Compose successful chord progressions that use primary and secondary triads.(E, 4CS)</li> <li>• Use ICT to manipulate music using advanced FX</li> <li>• (e.g. different types of EQ). (E)</li> </ul>
	<b>Listening &amp; Appraising</b>	<ul style="list-style-type: none"> <li>- Steel Pans (SP)</li> <li>- Instrumental Skills (IS)</li> <li>- Eurovision (E)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key features of a range of musical styles. (SP, IS, E)</li> <li>• Evaluate and compare performances using musical vocabulary and suggest practical musical improvements to performances, giving musical reasons (all)</li> </ul>

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		<i>British Values: the history &amp; role of British popular music in the Eurovision Song Contest</i>
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