



The intent of our Music Curriculum at Mayfield

The Music curriculum at Mayfield Primary School has been designed to build a range of deep and broad knowledge of different genres, composers and musical skills. As the children progress through school they will build on their previous knowledge and skills and learn to apply those skills in different settings, genres and performances. Music at Mayfield is engaging and moulded around the children's interests and class topics as well as focusing on the key skills needed for composition and performance and appraisal. Music is taught throughout the curriculum subjects and links can be found to most areas.

The aims for implementation of our curriculum for Music at Mayfield

To ensure that all pupils:

- A sound understanding of key skills in music such as pace, rhythm, pitch and volume.
- Understanding how music can tell a story, change mood or represent an event in time.
- Able to compose a short piece of music using the key skills they have learnt throughout their time here.
- Feel confident in performing their pieces and can reflect and refine their own work.
- Be able to compliment and provide useful criticism of their own and others work.
- Have the opportunity to take part in both whole school and class performances where they can build on their confidence and self-esteem.
- When listening to a piece of music children should be able to comment on different aspects of the piece, identify some if not all the musical instruments used and know simple facts about the time the music was composed and the composer.
- Build on knowledge and skills associated with the 3 main strands of the music curriculum at Mayfield.

Performance

Composition

Appraisal

Year 1		
Topic: HT1 and HT2 – Finding Rhythm and Pulse	Topic: HT3 and HT4 – Using Tempo and Dynamics	Topic: HT5 and HT6 – Listen to and Appraise a variety of music
<ul style="list-style-type: none"> - Pulse - Rhythm - Tempo - Body percussion - Compose 	<ul style="list-style-type: none"> - Pulse - Pitch - Solo - Unison - Percussion - Tuned - Untuned 	<ul style="list-style-type: none"> - Dynamics - Genre - Mood - Call and response - Chant - Musical pattern

Year 2		
Topic: HT1 and HT2 – Finding Pitch and Pulse	Topic: HT3 and HT4 – Can you compose a piece of music with a clear beginning middle and end and using pitch, tempo, and dynamics?	Topic: HT5 and HT6 – Listen to and appraise a variety of music
<ul style="list-style-type: none"> - Pitch - Pulse - Beat - Beat groupings - Tempo - Dynamics - Rhythm 	<ul style="list-style-type: none"> - Pitch - Pulse - Rhythm - Tempo - Dynamics - High - Low - Fast - Slow - Tone 	<ul style="list-style-type: none"> - Pitch - Pulse - Rhythm - Tempo - Dynamics - Stick notation - Appraise - Names of instruments in an orchestra

Year 3		
Topic: HT1 and HT2 – Sing alone and in unison	Topic: HT3 and HT4 – Compose a piece of music looking at tempo and mood	Topic: HT5 and HT6 – Listen and appraise music from a famous composer
<ul style="list-style-type: none"> - Rhythm - Names of orchestral musical instruments - Staff notation - Piano - Forte 	<ul style="list-style-type: none"> - Tone - Stave - Stick notation 	<ul style="list-style-type: none"> - Pitch - Pulse - Rhythm - Tempo - Dynamics - Tone - Mozart

Year 4		
Topic: HT1 and HT2 – Sing alone and as part of a group	Topic: HT3 and HT4 – Compose a simple piece of music	Topic: HT5 and HT6 – Listen to and appraise music by Beethoven.
<ul style="list-style-type: none"> - Unison - Round - Cannon - Solo 	<ul style="list-style-type: none"> - Octave - Pentatonic - Score - Time - Crescendo - Decrescendo - Staccato - Legato 	<ul style="list-style-type: none"> - Chord - Composer - Genre - Major - Minor

Year 5		
Topic: HT1 and HT2 – Singing with expression and skill	Topic: HT3 and HT4 – Can you compose of piece of music looking at pitch, tempo and tone?	Topic: HT5 and HT6 – Can you compose of piece of music looking at pitch, tempo and tone?
<ul style="list-style-type: none"> - Unison - Round - Cannon - Solo - Ensemble - Duet - Crotchet - Minim - Quaver - Rest - Stave 	<ul style="list-style-type: none"> - Duet - Crotchet - Minim - Quaver - Breve - Semibreve - Rest - Stave - Treble Clef - Improvisation - Composition - Percussion <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>pianissimo (pp)</p> <p>piano (p)</p> <p>mezzo-piano (mp)</p> <p>mezzo-forte (mf)</p> <p>forte (f)</p> <p>fortissimo (ff)</p> </div>	<ul style="list-style-type: none"> - Ensemble - Duet - Crotchet - Minim - Quaver - Breve - Semibreve - Rest - Stave

Year 6		
Topic: HT1 and HT2 – Can you sing in harmony with a group or solo?	Topic: HT3 and HT4 – Can you compose a piece of music using notation and perform to an audience?	Topic: HT5 and HT6 – Analyse and Evaluate features of music
<ul style="list-style-type: none"> - Solo - Ensemble 	<ul style="list-style-type: none"> - Crotchet - Minim 	<ul style="list-style-type: none"> - Crotchet - Minim

<ul style="list-style-type: none">- Duet- Crotchet- Minim- Quaver- Breve- Semibreve- Rest- Stave- Improvisation- Composition	<ul style="list-style-type: none">- Quaver- Breve- Semibreve- Rest- Stave- Treble Clef- Improvisation- Composition- Percussion	<ul style="list-style-type: none">- Quaver- Breve- Semibreve- Rest- Stave- Treble Clef- Improvisation- Composition- Percussion
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