

MUSIC Whole School Curriculum Overview

Rationale of Music Long Term Planning

Music is a subject that enriches children's lives and education with many benefits beyond itself. It contributes significantly in developing language, reasoning and memory; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and co-ordination; it improves memory and integrates many other subjects. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed. We understand the value and enrichment music brings to the life of a child and to the school as a community and we recognise that music, as a practical subject, should be an integral part of a rich, broad and balanced curriculum. Music lessons are about learning *in* and *through* music, not solely *about* music, and aim to build up pupils' knowledge and skills as well as developing their imagination and creativity and giving valuable opportunities to **love, learn and thrive** through a life-long connection with and appreciation of music.

The National Curriculum for music states that Key Stage 1 pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music. Key Stage 2 pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

Our music curriculum is based on a **comprehensive progression of skills** within the strands of **singing, performing, composing and listening and appraising** and the **inter-related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture, structure and music notation**.

There is a focus for each term on the skills within specific inter-related dimensions of music, e.g. pulse, rhythm (duration), pitch, dynamics, tempo etc. However, the units of work should include all the strands of performing, composing and listening and a variety of the inter-related dimensions in an integrated way as musical skills will be introduced and continually developed and improved within each unit or topic following a spiral curriculum model. The progression of skills document underpins the curriculum and units of work ensuring progression in music but also allowing for a flexible approach to apply these skills in a variety of contexts such as the class topic or book, a piece of music, art work or a poem. The context, stimulus or topic can therefore change but the skills remain the same. A Kodaly-based approach is used to introduce and reinforce pulse, rhythm and pitch concepts through chanting and singing games which are introduced and practised before technical names and notation are taught (sound before symbol) just as a child learns to talk and use language before they learn to read). We use a variety of resources including BBC Ten Pieces, Kapow Music, Teaching Primary Music and Active Music. The Kapow units and BBC Ten Pieces resources are suggestions which can be followed in detail lesson by lesson or purely used as a guide and additional resource. Teaching Primary Music (recently published by the Benedetti Foundation) is an excellent resource for teaching pulse and rhythm in a systematic way and Active Music provides a bank of singing games and explanations which teach and reinforce pulse, rhythm and pitch skills. We also have our own pupil demonstrations of chants and songs available for teachers to use.

EYFS	Single Cycle	<u>Pulse and Rhythm Skills</u> Feel/move to the beat/pulse of the music. Recognise and copy the rhythms of words. Copy short rhythm patterns.	<u>Pitch Skills</u> Use a singing voice. Begin to accurately match the pitch in 2 or 3 note songs. Begin to recognise higher and lower and show with hand signs. Sing a variety of songs with clear words	<u>Exploring Sounds</u> Long and short (duration) Fast and slow (tempo) Loud and quiet (dynamics)	
		Teaching Primary Music.	Active Music singing games.	Kapow EYFS units.	BBC Ten Pieces.
KEY STAGE 1	Year group	Term	Focus and suggested units	Skills and Knowledge	
	Yr 1 & 2 Cycle A	Autumn 1 & 2	Pulse and Rhythm Active Music KS1 Rhythm and Pulse Teaching Primary Music lessons Kapow: Y1 Timbre and Rhythmic Patterns (Fairy Tales) Listening: BBC Ten Pieces - Winter by Vivaldi; Clog Dance by Herold. Singing: Nativity songs.	Recognise and feel the pulse/beat in music. Recognise changes in the speed of the pulse. Identify rhythm as the pattern of words. Tap the rhythm of phrases of a song. Copy and identify crotchet and quaver rhythms using colours (red, yellow) and rhythm names ta and te te. Improvise and compose 4 beat rhythm patterns. Notate crotchet and quaver rhythms using stick notation. Compose Christmas themed rhythms e.g. using snow, reindeer.	
	Yr 1 & 2 Cycle A	Spring 1 & 2	Exploring dynamics and tempo and recognising instruments Kapow: Y1 Classical Music, Dynamics and Tempo (animals) Listening: Carnival of the Animals by Saint Saens; The Snow is Dancing by Debussy; Ritual Fire Dance by De Falla	Differentiate between loud and quiet sounds. Control changes in dynamics, e.g. louder/quieter Choose, control and change the dynamics when playing. Choose appropriate dynamics for songs and accompaniment. Differentiate between fast and slow. Control changes in tempo: faster/slower. Use a range of changes in tempo both gradually and suddenly. Use tempo for effects. Begin to identify orchestral instruments and families.	
	Yr 1 & 2 Cycle A	Summer 1 & 2	Pitch Active Music: KS1 Pitch Kapow: Y1 Pitch and Tempo (Superheroes) Listening: BBC Ten Pieces - No Place Like by Kerry Andrew	Use a singing voice. Develop accurate pitch-matching. Recognise higher, lower and staying the same. Use sol fa hand signs for soh me pitches. Recognise and use pitch names for soh and me and lah-soh-me. Improvise using soh-me and lah-soh-me. Begin to use and improvise with me-ray-doh trichord (B, A, G or E, D, C).	
	Yr 1 & 2 Cycle B	Autumn 1 & 2	Pulse and Rhythm Active Music KS1 Rhythm and Pulse Kapow: Y1 Pulse and Rhythm	Move to the pulse/beat and perform a steady pulse. Compare the speed of the pulse Distinguish between pulse and rhythm Compose and notate 4 beat rhythm patterns using words and stick	

LOWER KEY STAGE 2			Listening: BBC Ten Pieces - Russian Dance from The Nutcracker by Tchaikovsky, Horn Concerto by Mozart Singing: Nativity songs.	notation. Begin to combine pulse and rhythm. Copy and identify crotchet and quaver rhythms (ta and te te). Recognise a rest beat in a phrase.
	Yr 1 & 2 Cycle B	Spring 1 & 2	Pitch Active Music: KS1 Pitch Kapow: Y2 Musical Me Listening: Mattachins by Warlock. Dance of the Knights by Prokofiev. William Tell Overture by Rossini	Develop accurate pitch matching. Show higher and lower and pitch intervals with hands and actions. Begin songs on different pitches. Recognise and use pitch names for soh and me and lah-soh-me. Improvise using s-m and l-s-m. Improvise with m-r-d trichord (B, A, G/ E, D, C).
	Yr 1 & 2 Cycle B	Summer 1 & 2	Exploring dynamics, timbre and tempo Kapow: Y1 By the Sea Y2 Dynamics, timbre, tempo & motifs (space) Listening: Morning Mood by Grieg. Flight of the Bumble Bee by Rimsky Korsakov.	Differentiate between loud and quiet sounds. Choose, control and change the dynamics when playing e.g. louder/quieter. Choose appropriate dynamics for songs and accompaniment. Differentiate between fast and slow. Control changes in tempo: faster/slower. Use a range of changes in tempo both gradually and suddenly. Use tempo for effects.
	Yr 3 & 4 Cycle A	Autumn 1 & 2	Pulse and Rhythm Active Music: KS2 Rhythm and Pulse Listening: Promenade by Gershwin. Can Can by Offenbach Les Toreadors from Carmen by Bizet Slavonic Dance no. 8 by Dvorak	Explore duration (longer/shorter) Copy, identify and notate rhythms using stick notation. Compose rhythm phrases. Understand that rhythm is the sub-division of the beat. Recognise and use rest beats. Recognise and use semi-quavers. Compose rhythm patterns for compositions and to accompany songs.
	Yr 3 & 4 Cycle A	Spring 1 & 2	Pitch Active Music: KS2 Pitch Kapow: Y4 Adapting and transposing motifs (Romans) Listening: BBC Ten Pieces: O Fortuna by Orff; Symphony no.5 by Beethoven.	Show pitch intervals with actions and sol fa hand signs. Recognise and improvise lah-soh-me melodic patterns. Recognise and improvise me-ray-doh melodic patterns (B, A, G/ E, D, C). Use rhythm sol fa to notate short melodic patterns Compose music that uses repetition or echo.
	Yr 3 & 4 Cycle A	Summer 1 & 2	Exploring dynamics, tempo, and structure Kapow: Y3 Creating compositions in response to animation (mountains) Listening: BBC Ten Pieces – In the Hall of the Mountain King by Grieg; A Night on the Bare Mountain by Mussorgsky. Kapow: Y3 Changes in pitch, tempo & dynamics (rivers) Listening: ‘Vltava’ by Smetana	Recognise and explore changes in dynamics. Make gradual or sudden dynamic changes for effect. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Recognise changes of tempo. Use a range of changes in tempo both gradually and suddenly. Control intended changes of tempo and notice unintended ones. Identify orchestral families of instruments, e.g. woodwind, brass, strings. Explore how different sounds and instruments can represent pictures, moods and places. Make decisions about how to structure a piece of music.
	Yr 3 & 4 Cycle B	Autumn 1 & 2	Pitch Active Music KS2 Pitch Kapow: Y5 unit Composition notation (The Egyptians) Listening: Sabre Dance by Khachaturian Deliver Us from the Prince of Egypt soundtrack	Show pitch intervals with actions and sol fa hand signs. Recognise and improvise l-s-m -r-d melodic patterns. Sing, play and compose l-s-m-r-d pentatonic melodies. Use rhythm sol fa to notate short melodic patterns. Compose actions for a song. Recognise and use echo and call and response structures. Compose simple accompaniments to songs using ostinato and drone.
	Yr 3 & 4 Cycle B	Spring 1 & 2	Pulse and Rhythm Active Music: KS2 Rhythm and Pulse Kapow: Y4 unit Samba and Carnival Sounds Listening: BBC Ten Pieces - The Little Train of the Caipira by Villa Lobos; Short Ride in a Fast Machine by John Adams;	Copy, identify and notate rhythms using stick notation. Compose rhythm phrases. Understand that rhythm is the sub-division of the beat. Recognise and use rest beats. Recognise and begin to use semi-quavers. Begin to use standard notation. Build up layers of sound and ostinati. Combine pulse and rhythm(s) to create effects. Recognise the sound of different world instruments (South American).
	Yr 3 & 4 Cycle B	Summer 1 & 2	Exploring dynamics, structure and texture Kapow: Y4 Body and Tuned Percussion (rainforests) Listening: BBC Ten Pieces: Earth by Hans Zimmer Fanfare for the Common Man by Copland	Choose appropriate dynamics for songs and accompaniment. Make gradual or sudden dynamic changes for effect. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Combine and overlap sounds to create textures and effects. Build texture into compositions to create effects. Combine pulse and rhythm(s) to create effects. Combine and overlap sounds to create textures and effects for specific tasks. Build texture into compositions to create effects. Sequence graphic symbols to make a simple score to perform from. Choose and combine sounds to represent a place/create a mood.

UPPER KEY STAGE 2	Yr 5 & 6 Cycle A	Autumn 1 & 2	Pulse and Rhythm Active Music: KS2 Rhythm and Pulse Kapow: Y3 unit Developing singing and keeping in time (Vikings) Listening: BBC Ten Pieces - Connect It by Anna Meredith Christmas songs and music.	Combine pulse and rhythm. Recognise and perform rhythm canons. Recognise and use crotchets, quavers, semi-quavers and minims. Composing a Viking rap or composition using rhythmic and melodic motifs. Recognise and use structures e.g. binary or ternary (ABA), canon, rondo. Explore textures by layering rhythmic or melodic patterns. Explore different groupings of beats (metre of 2, 3 and 4) Arrange a song using tuned and un-tuned accompaniments.
	Yr 5 & 6 Cycle A	Spring 1 & 2	Exploring dynamics, timbre and texture Space Music Listening: BBC Ten Pieces Mars by Holst; Also Spracht Zarathustra by Strauss. Under Stars by Brian Eno Music linked to Hokusai wave painting.	Explore how sounds can be used to create particular effects. Choose appropriate dynamics for music and accompaniment. Make gradual or sudden dynamic changes for effect. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Identify the sound of some orchestral instruments. Choose appropriate sounds to represent ideas for a soundscape. Use a variety of sound qualities (timbre) on a range of instruments for effect. Compose music to convey a mood, time or place using appropriate musical devices.
	Yr 5 & 6 Cycle A	Summer 1 & 2	Pitch Kapow: Y4 Blues Oak National Academy unit on Blues and Harmony	Recognise and improvise m-r-d and l-s-m-r-d (pentatonic) melodic patterns. Use rhythm sol fa to notate melodic patterns. Recognise and play from pitch intervals on a stave. Create melodies that use steps and leaps. Explore major and minor chords/triads Identify and play the notes of major and minor triads. Explore characteristics of different styles, e.g. 12 bar blues
	Yr 5 & 6 Cycle B	Autumn 1 & 2	Pitch Kapow: Y6 unit Songs of WW2 Listening: In the Mood by Glenn Miller Kapow: Y5 Dance Music and Loops Christmas songs and music.	Recognise and improvise using s-f-m-r-d and l-s-f-m-r-d pitches. Use rhythm sol fa to notate melodic patterns. Recognise and play from pitch intervals on a stave.
	Yr 5 & 6 Cycle B	Spring 1 & 2	Pulse and Rhythm Kapow: Y6 Advanced Rhythms Listening: BBC Ten Pieces – Clapping Music by Steve Reich Listening: BBC Ten Pieces Mambo by Bernstein	Read and play rhythms from stick and standard notation. Recognise and use crotchets, quavers, semi-quavers and minims. Read and perform 2-part rhythms. Improve own compositions after discussion. Combine and overlap sounds to create affects and texture in compositions
	Yr 5 & 6 Cycle B	Summer 1 & 2	Exploring timbre, texture and structure Kapow: Y6 Film Music Kapow: Y5 South and West Africa Listening: John Williams film music (Star Wars, Superman, Harry Potter).	Combine pulse and rhythm(s) to create effects. Combine and overlap sounds to create textures and effects Recognise the sound of some world instruments. Compose/arrange music for different occasions, e.g. for a procession or battle. Combine melodic and rhythmic patterns in a composition. Use a range of symbols to record compositions. Create and follow graphic scores showing texture, dynamics, duration, timbre.

Schemes, websites and resources:

Kapow Music
BBC Ten Pieces
Teaching Primary Music
Active Music
Classical 100
Oak National Academy
YouTube
Demonstration videos on Teams.