



Whitley Abbey Primary School

Hand in hand we learn

Music Curriculum

| Curriculum Drivers | | | |
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| Possibilities and Citizenship | Reading and Vocabulary | Health and Wellbeing | Celebrating Diversity |
| <p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p> | <p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p> | <p>Our curriculum is designed to promote children’s health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p> | <p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p> |

Intent

At Whitley Abbey we believe that Music is a form of expression - Singing and playing instruments is good for our wellbeing. It contributes to a broad and balanced arts provision across the school.

Music is a very special way of communicating and can enthuse and stimulate children in their learning. It is a way of expressing oneself and it can hugely influence the personal development of people. Music reflects the culture and society in which we live and so the teaching and learning of music enables children to better understand the world in which they live. It is a creative and fun activity but can also be highly challenging subject. It also plays an important role in helping children feel part of their

community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and begin to form opinions and critique the quality of music.

Our intent is for children to gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community. Our curriculum introduces a wide range of well known artists and composers to support the development of cultural capital.

All children have access to music regardless of their academic ability, race, ethnicity, background and language. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

In the Foundation Stage, the learning and development of Music is taught through the expressive arts and design curriculum under the strand of being imaginative and expressive. However, the skills needed for later subject specific study will also be developed through the communication and language strand - Listen attentively and respond to what they hear with relevant questions, comments and actions - Make comments about what they have heard and ask questions to clarify their understanding; and also through pupils knowledge of Number – counting beats and through gross and fine motor skill development.

The knowledge and understanding acquired through these strands will prepare children for later subject specific study.

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| Key Stage 1 | Key Stage 2 |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 |

Implementation

We use elements of Charanga, a broad-based scheme of music provision which ensures complete coverage of the National Curriculum, in a fully supportive environment. Through Charanga, Staff without specialist music knowledge are able to deliver the more technical aspects of the music curriculum with confidence.

Resources:

A full range of wind and percussion instruments are available including trumpets, recorders, ocarinas, classroom percussion and samba drums. Children may need to share xylophones, but electronic keyboards can be accessed using the iPads. Charanga supplies full lesson plans and activities.

Extra-curricular music:

Whitley Abbey Music (WhAM) Club was set up as an umbrella for extra-curricular music-making. It offers children an opportunity to sing and prepare for public performances. The WhAM Choir have performed in Coventry Cathedral, provided Christmas cheer at local residential nursing homes, as well as the local hospital, and attended the Young Voices festival at Birmingham's NEC arena. In addition to singing, staff have provided brass and percussion tuition as an extra-curricular activity.

Assessment:

Teachers assess musical skills and progression through observations of children in music lessons. Charanga facilitates this through planning and assessment documentation and a plan - do - check - review approach. Teachers use these observations alongside pupils recorded work and our planned assessment questions to support teacher assessment judgements.

Work-life balance:

Charanga has largely replaced teachers' planning, whilst a long-term view of music across all year groups helps to maintain coverage of skills and progression at Whitley Abbey Primary School.

EYFS

Example - Teacher Led experiences

~ Provide opportunities to work together to develop and realise creative ideas.
Weekly whole group music sessions on Fridays where children sing songs with actions from Funky Feet or popular nursery rhymes.

Example - Enhanced Provision opportunities linked to Computing

- Use of old pots and pans and made music and different sounds.
- Use of outdoor stage and music area.
- Mood painting to music.
- provision of un-tuned and tuned percussion instruments always available for use and children are actively encouraged to participate on the outdoor performance stage.

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| <p>~ Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe. Invite musicians to play music to children and talk about it.</p> <p>~ Encourage children to listen attentively to music. Discuss changes/patterns as the music continues.</p> <p>~ Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>~ Encourage children to keep a steady beat. This may be whilst singing and tapping their knees, dancing to music or making their own music with instruments and sound makers.</p> <p>~ Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words.</p> <p>~ Play music with a pulse for children to move in time with and encourage them to respond. Encourage children to create their own music.</p> <p>~ Encourage children to create their own dance moves, using some of the steps and techniques they have learned.</p> <p>~ Take part in the Nativity, Harvest and Easter related performances having learnt songs or rhymes to perform.</p> <p>~ Perform a song, dance, poem or rhyme in front of an audience.</p> | <ul style="list-style-type: none"> • Share and play various instrument in Nursery (e.g. we make a marching band) • Provision of resources to create instruments • Listening stations • Wind chimes and other resources to make sounds • Music in environment |
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| <p><u>Vocabulary</u> Music Pulse/Beat Voice Instrument Rhythm Singing Dancing Recording Pitch Volume</p> | <p><u>Assessment Questions</u> Can children sing a range of songs and rhymes? Can children perform songs rhymes and poems? Can children move in response to music ? Can children vary movements to reflect the music they hear?</p> |
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Year 1

| | Term | Autumn | Spring | Summer | |
|--------------|--|---|------------------------------|--|---|
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none"> • 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. | | | Deliberate practise vocabulary: pitch, high, low, pulse, perform, opinion, listen, respond. |
| | Knowledge Assessment questions: | <u>Assessment Questions:</u> | <u>Assessment Questions:</u> | <u>Assessment Questions:</u> Unit 4 - Round and Round - To identify the pulse, rhythm and pitch in different styles of music | |

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| | | Unit 1 – Hey You - To see how pulse, rhythm and pitch work together <ul style="list-style-type: none"> Can children recognise that music has a steady beat like a heartbeat? Can children create rhythms from words? Can children create their own rhythms? Can children listen to and respond to songs with a Hip Hop theme? | Unit 3 - In the Groove - To know how to respond to different styles of music <ul style="list-style-type: none"> Can children find the pulse of a piece of music? Can children identify 5 types of music? Can children dance to or move to the pulse of each style? Can children listen to and repeat a short phrase using 2 notes on an instrument (high / low)? Can children create with two, then three notes? | <ul style="list-style-type: none"> Can children improvise with two notes? Can children listen to and respond to songs with a Bossa Nova rhythm? Can children play as part of the performance? Can children play accurately and in time? |
| | Vocabulary | Unit 1 - Pulse, rhythm. Pitch, rap, improvise. Compose, melody, bass guitar, drums, decks, perform | Unit 3 - Blues, Baroque, Latin, Folk and Funk, rhythm, pitch, compose, improvise, perform, groove | Unit 4 - Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience, Bossa Nova |

Year 2

| | Term | Autumn | Spring | Summer | |
|--------------|--|---|--|--|---|
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none"> 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. | | | Deliberate practise vocabulary: pitch, high, low, pulse, perform, opinion, listen, respond. |
| | Knowledge Assessment questions: | <u>Assessment Questions</u> Unit 1 – Hands, Feet, Heart - To learn about South Africa and South African music <ul style="list-style-type: none"> Can children play accurately and in time? Can children play G A and C? Can children play G, A, B and C? Can children add high and low sounds in tempo with Afro-Pop and South African Music? | <u>Assessment Questions</u> Unit 4 – Zoo Time - To understand and perform reggae music and to keep the pulse <ul style="list-style-type: none"> Can children appreciate that ‘pitch’ means high and low when using our voices or instruments? Can children compose a simple melody using rhythms? Can children compose a simple melody using C? Can children compose a simple melody using C and D? | <u>Assessment Questions</u> Unit 5 – Friendship Song - To understand that songs have a musical style and can express feelings <ul style="list-style-type: none"> Can children sing a song in 2 parts? Can children sing a song in 2 parts and keep the pulse? Can children sing a song in 2 parts and add a rhythm? Can children recognise keyboard, bass, guitar, trumpets and saxophones? Unit 6 - Reflect, Rewind and Replay <ul style="list-style-type: none"> Can children listen and respond to music of different styles and genres? Can children listen and respond to music from different eras? | |

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| | | | | <ul style="list-style-type: none"> Can children apply appropriate vocabulary to describe tempo or styles of music? <p>Can children identify instruments within a recording?</p> |
| | Vocabulary | Unit 1 - Keyboard, drums, bass, electric guitars, saxophone, trumpet. Pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo | Unit 4 - keyboard, drums, bass, electric guitar ,Reggae, improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo, melody | Unit 5 - Keyboard, drums. Bass, glockenspiel, improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo Unit 6 - Taken from all previous units |

Year 3

| | Term | Autumn | Spring | Summer | |
|--------------|--|---|---|---|--|
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none"> 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 <p>develop an understanding of the history of music.</p> | | | Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo. |
| | Knowledge Assessment questions: | Unit 1 – Let Your Spirit Fly - To learn about RnB <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children Identify the structure of the piece? Can children name the instruments in the piece? Can children find the pulse? Are children aware of changes in tempo | Unit 2 – Glockenspiel Stage 1 - Explore and develop the playing of the glockenspiel <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children play the instrument carefully to get the correct sound? Can children play and read the notes CDE and F? Can children play and read the notes CDE and F with improvisation? Can children compose a simple piece using the notes CDE and F? | Unit 4 – The Dragon Song - To know that folk tunes celebrate our differences and cultures <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children show understanding of the difference between pulse and rhythm? Can children identify the themes? Can children identify the instruments and voices? <p>Can children explain how the words tell a story?</p> | |
| | Vocabulary | Unit 1 - Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, melody | Unit 2 - Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody | Unit 4 - Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, melody | |

Year 4

| | Term | Autumn | Spring | Summer | |
|--------------|----------------------------|---|--------|--------|---|
| Music | Deliberate Practice | <ul style="list-style-type: none"> 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 | | | Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody |

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| | (Skills) | <ul style="list-style-type: none"> • 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. | | |
| | Knowledge Assessment questions: | Unit 2 – Glockenspiel Stage 2 - To develop the playing of the glockenspiel learning more complex rhythm patterns <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children play the instrument carefully to get the correct sound? • Can children play and read the notes CDE and F? • Can children play and read the notes CDE and F with improvisation? Can children compose a simple piece using the notes CDE and F? | Unit 3 – STOP! - To explore the genre of Grime and other modern forms of music. <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children Identify the structure of the song? • Can children name the instruments and voices used? • Can children find the pulse in a piece of music? • Can children write lyrics linked to the theme? | Unit 4 – Lean on Me - To understand the genre of Soul/Gospel music. <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children compose a simple melody using simple rhythms and use it as part of a performance? • As above with the notes F,G and A? • As above with C D F G A? Can children identify the themes and empathise with the emotions by listening and singing? |
| | Vocabulary | Unit 2 - Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody | Unit 3 - Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo, turntables, synthesisers | Unit 4 - Unison, by ear, notation, structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo |

Year 5

| | Term | Autumn | Spring | Summer | |
|--------------|--|---|---|---|---|
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none"> • 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. | | | Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo. |
| | Knowledge Assessment questions: | Unit 1 – Livin’ on a Prayer - To learn about rock anthems <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children Identify the structure of the piece? • Can children name the instruments in the piece and their range (high, mid, low)? • Can children find the pulse in the piece? • Are children aware of changes in tempo and dynamics? | Unit 2 – Classroom Jazz 1 - To know about jazz, improvisation, and swing music <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children play the instrumental part by ear? • Can children improvise in a Bossa Nova style using G A and B? • Can children improvise in a swing style? • Can children demonstrate syncopation against a steady pulse? | Unit 3 – Make You Feel My Love - To explore pop ballads and how they were written with empathy <u>Assessment Questions</u> <ul style="list-style-type: none"> • Can children compose a simple melody using simple rhythms? • As above with the notes C D and E? • As above with the addition F and G? • Can children recognise ballads from different eras? | |

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| | Vocabulary | <p>Unit 1 - Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise</p> <p>Unit 2 - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise</p> | <p>Unit 2 - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise</p> | <p>Unit 3 - Ballad, verse structure, interlude, chorus, improvise, compose, cover, strings, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody</p> | |
| Year 6 | | | | | |
| | Term | Autumn | Spring | Summer | |
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none"> 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. | | | <p>Deliberate Practise Vocabulary:</p> <p>Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo.</p> |
| | Knowledge Assessment questions: | <p><u>Assessment Questions</u></p> <p>Unit 1 – Happy - To learn about how music can make us feel happy</p> <ul style="list-style-type: none"> Can children Identify the structure of the piece? As above with naming the instruments? As above with finding the pulse? Can the children show awareness of changes in tempo and dynamics? | <p><u>Assessment Questions</u></p> <p>Unit 2 – Classroom Jazz 2 - To continue to know about jazz, improvisation, and swing music (from Year 5)</p> <ul style="list-style-type: none"> Can children Improvise in <i>Bacharach Anorak</i> C, D, E? Can children improvise in <i>Bacharach Anorak</i> C, D, E, F, G? Can children improvise in <i>Bacharach Anorak</i> C, D, E, F, G and C? Can children improvise in different styles? | <p><u>Assessment Questions</u></p> <p>Unit 4 – You’ve Got a Friend - To know about 70’s ballads through the music of Carole King</p> <ul style="list-style-type: none"> Can children perform the easy part: G, A + B by ear and from notation? Can children perform the medium part: C, D, E + F by ear and from notation? Can children perform the harder part: D, E, F, G, A, B + C by ear and from notation? Can children describe the 70’s ballad as a style? | |
| | Vocabulary | <p>Unit 1 - style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo</p> | <p>Unit 2 - Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p> | <p>Unit 4 - Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p> | |

