

Music Curriculum



Curriculum Vision and Rationale

At Kingsthorpe Grove our Key Threshold Concepts are:

- Perform - This concept involves understanding that music is created to be performed.
- Compose - This concept involves appreciating that music is created through a process which has a number of techniques.
- Transcribe - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- Describe music - This concept involves appreciating the features and effectiveness of musical elements.

The Key Threshold Concepts aim to develop children's understanding of Music, encouraging children to express themselves as composers, performers, improvisors and communicators. Teaching staff build on the children's prior knowledge to ensure lessons are pitched accurately for the children's age and stage to ensure knowledge is built progressively.

Intent

Music is a universal language that allows the pupils of Kingsthorpe Grove Primary School to express themselves as composers, performers, improvisers and communicators. We aim to inspire a love of music that not only develops a subject-specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture. Our curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current), and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability. Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extra-curricular activities – nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, take part and celebrate their unique gifts.

Our school drivers are **Communication, Aspiration and Respect** and these can be seen within our Music curriculum.

- Communication – communicate ideas and thoughts about their work, the work of their peers and work of other composers and musicians, encouraging speaking and listening and respecting the thoughts of others.
- Aspiration – use their creativity and imagination to create and explore music, taking inspiration from the greats.
- Respect – encouraging mutual respect through peer observations and by nurturing a growth mindset which allows students to become risk takers.

Implementation

Partnered with the online learning platform Music Express, music is delivered weekly throughout the academic year. Lessons follow an established, consistent structure that is practical, interactive and allows children to apply their knowledge and interpretation of all key musical skills: listening, appraising, improvising, composing and performing. We aim to ensure that all pupils:

- Appreciate and accept a diverse repertoire of music that encourages rich connections with history, culture and their society.
- Develop musical knowledge that underpins all interrelated dimensions.
- Reflect upon their work, the work of their peers and work of other composers and musicians; utilising effective musical terminology throughout this process.
- Have the opportunity to access a range of instruments and refine the appropriate skills to use their preference competently and with confidence.
- Value the importance of music as a way to express ourselves freely and creatively.

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Impact

We believe our children will:

- Be passionate, determined and engaged musicians.
- Understand their own musical society, history and culture, alongside an appreciation of others'.
- Take pride in their independent creativity, and allow for thoughtful reflection and improvements.
- Appreciate the contribution of others, and the benefits of successful, cooperative teamwork.
- Value music as a provider of unity, communication and opportunity.
- Reflect upon their work, the work of their peers and work of other composers and musicians; utilising effective musical terminology throughout this process.
- Have the opportunity to access a range of instruments and refine the appropriate skills to use their preference competently and with confidence.
- Value the importance of music as a way to express ourselves freely and creatively.

EYFS

The Early Years Foundation Stage is a very much a child led curriculum; the children will learn songs and rhymes through the teaching of English and Maths and will cover objectives through the teaching of music and within the continuous provision where the children will have access to both adult-led and child-initiated activities. Children will clap short, rhythmic patterns, make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre) and choose sounds to represent different things (the thunder, sea etc...). The children will be given the opportunities to create their own music and songs, or improvise a song around one they know. Children will be encouraged to keep a steady beat, this may be whilst singing and tapping their knees, using rhythm sticks in small groups or as a whole class, dancing to music, or making their own music with instruments which are available in both the inside and outside provision. The children will perform a Christmas Nativity in the Autumn term, listen to and join in weekly singing assemblies throughout the year and watch other children present their class/year group performances throughout the year. This will give them the opportunity to watch and talk about live dance and performance art, expressing their feelings and responses.

Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Music is included in the EYFS Development Matters under the headings of: Expressive arts and design and Being imaginative:</p> <ul style="list-style-type: none"> • Children sing a range of well-known nursery rhymes and songs. • Children are encouraged to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p>					

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	<p><u>National Curriculum objectives that will be covered throughout the year.</u></p> <ul style="list-style-type: none"> • 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 the music. • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups 					
Year 1	<p>OURSELVES – Focus: Exploring sounds. Explore ways of using voices expressively. Develop skills of singing while performing actions, and create an expressive story.</p> <p>NUMBER – Focus: Beat. Develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>ANIMALS – Focus: Pitch. Develop an understanding of pitch through using movement, voices and instruments. Identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>WEATHER – Focus: Exploring sounds. Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>MACHINES – Focus: Beat. Explore beat through movement, body percussion and instruments. combine steady beat with word rhythms and explore changes in tempo.</p> <p>SEASONS – Focus: Pitch. Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>OUR SCHOOL – Focus: Explore sounds. Explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>PATTERN – Focus: Beat. Count in beats of 2 and 3. Perform songs in 2 and 3 time. Perform and compose music with different rhythmic patterns</p>	<p>STORYTIME – Focus: Exploring sounds. Learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>OUR BODIES – Focus: Beat. Respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion</p>	<p>TRAVEL – Focus: Performance. Develop performance skills and learn songs about travel and transport from around the World</p> <p>WATER – Focus: Pitch. Use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion</p>
Year 2	<p>OURSELVES – Focus: Sounds. Discovering ways to use their voices to describe feelings and moods. Create and notate vocal sounds, building to a performance.</p> <p>TOYS – Focus: Beat. Move and play to a steady beat and to sounds sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p>OUR LAND – Focus: Sounds. Explore timbre and texture as they explore descriptive sounds. Listen to and perform music inspired by myths.</p> <p>OUR BODIES – Focus: Beat. Develop a sense of steady beat through using their own bodies. Respond to music and play rhythm patterns on body percussion and instruments.</p>	<p>ANIMALS – Focus: Pitch. To Link to animal movement and pitch movement to help develop understanding and recognition of changing pitch. Interpret pitch line notation using voices and tuned instruments.</p> <p>NUMBER – Focus: Beat. Explore steady beat and rhythm patterns. Plan beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p>STORYTIME – Focus: Exploring sounds. Introduce famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>SEASONS – Focus: Pitch. Develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in variety of musical instruments.</p>	<p>WEATHER – Focus: Exploring sounds. Opportunities to create descriptive sounds and word rhythms with raps and songs about weather. Create a descriptive class composition using voices and instruments.</p> <p>PATTERN – Focus: Beat. Use simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>	<p>WATER – Focus: Pitch. Sing and play a variety of pitch shapes, using movement and ready from scores. Create a class composition which describes the sounds and creatures of a pond.</p> <p>TRAVEL – Focus: Performance. Learn a Tanzanian game song and accompany a travelling song using voices and instruments. Listen to an orchestral piece and improvise own descriptive 'theme park' music.</p>
Year 3	<p>ENVIRONMENT – Focus: Composition. Explore songs and</p>	<p>SOUNDS – Focus: Exploring sounds. Thinking about how</p>	<p>CHINA – Focus: Pitch. Explore the pentatonic scale and ways</p>	<p>IN THE PAST – Focus: Pitch. Introduce pitch notations as</p>	<p>HUMAN BODY – Focus: Structure. Skeleton dances and</p>	<p>ANCIENT WORLDS – Focus: History. Explore ancient Greece</p>

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	<p>poems about places. Create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>BUILDING – Focus: Beat. Sights and sounds of a building site. Provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance</p>	<p>sounds are produced and classified. The children explore timbre and structure through musical conversations in music from around the world.</p> <p>POETRY – Focus: Performance. Three contrasting poems are explored and developed. Use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p>of notating pitch. Listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p>TIME – Focus: Beat. Develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p>children make hand signals and compose three-note melodies. Learn basic dance steps and prepare a performance.</p> <p>COMMUNICATION – Focus: Composition. Learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p>	<p>songs to learn about the human body. Percussion instruments are used to improvise, create word rhythms and build a final skeleton dance.</p> <p>SINGING SPANISH – Focus: Languages. Introduce Spanish greetings, vocabulary and numbers as they play lovely singing games.</p>	<p>with music inspired by Orpheus, Echo and Theseus. Perform a song cycle and a round and compose their own ostinati.</p> <p>FOOD DRINK – Focus: DT. A feast of chants, songs and performances. Composing word rhythms</p>
Year 4	<p>POETRY – Focus: Performance. Develop performances of continuing poems. Use voices to speak expressively and rhythmically, and discover ways to create ostinato accompanies to enhance their performance.</p> <p>ENVIRONMENT – Focus: Exploring sounds. Seasons and the environment provide the stimuli for compositions. The children make descriptive accompanies and discover how the environment has inspired composers throughout history.</p>	<p>SOUNDS – Focus: Exploring sounds. After exploring how sounds are produced and classified, introduce using voice to make beatbox sounds, sing four-part songs and perform jazzy round.</p> <p>RECYCLING – Focus: Structure. Make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>	<p>BUILDING – Focus: Beat. Building themed songs allow children to explore how music can be structured to provide different textures. Use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p>AROUND THE WORLD – Focus: Pitch. Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>ANCIENT WORLDS – Focus: Structure. Celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p>SINGING SPANISH – Focus: Pitch. Sights and sounds of the Spanish speaking world, including greetings, counting to twelve and playing a singing game. Explore part singing and accompaniments in four contrasting songs.</p>	<p>COMMUNICATION – Focus: Composition. Create a new programme, complete with theme music and school news headlines. Using songs and raps, this musical bulletin will alert the school to the burning issues of the day!</p> <p>TIME – Focus: Beat Music featuring bells and clocks helps the children to understand rhythm and syncopation. Learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music.</p>	<p>IN THE PAST – Focus: Notation. Use a variety of notation to build performances from different time periods and styles. Learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato.</p> <p>FOOD AND DRINK – Focus: Performance. Cook up a musical piece! Enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
Year 5	<p>OUR COMMUNITY – Focus: Performance. The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their</p>	<p>SOLAR SYSTEM – Focus: Listening. Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George</p>	<p>LIFE CYCLES – Focus: Structure. Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and</p>	<p>KEEPING HEALTHY – Focus: Beat. From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating</p>	<p>AT THE MOVIES – Focus: Composition. Explore music from 1920s animated films to present day movies. The children learn techniques for</p>	<p>CELEBRATION – Focus: Performance. A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The</p>

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	local community, both past and present.	Crumb. Learn a song, and compose pieces linked to space	genres inspires singing, performing and composing using new techniques and structures.	performance using new musical techniques	creating soundtracks and film scores, and they compose their own movie music.	celebratory, upbeat mood will soon have the audience joining in.
Year 6	WORLD UNITE – Focus: Step dance performance. Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	JOURNEY – Focus: Song cycle performance. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	GROWTH – Focus: Street dance performance. ‘The street’ is the setting for this unit of buskers and flash mobs. The children explore Ravel’s Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	ROOTS – Focus: Mini musical performance. A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.	CLASS AWARDS – Focus: Awards show performance. An ideal opportunity to celebrate the children’s achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	MOVING ON – Focus: Leavers’ assembly performance. Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children’s happy memories and their hopes for the future