

Bromesberrow Primary School Music Curriculum

The National Curriculum recognises that:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Intent

At Bromesberrow St. Mary's school our intent for music is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of and skills in music, identifying as musicians and developing a life-long love for music through a broad, inspiring and rich music curriculum. Our curriculum is built using the Kapow Music curriculum with the addition of tuned instrumental units that we have interweaved (as we have identified this as a need and priority for our children in terms of cultural capital). Our aim is for children to build their knowledge as they progress through school, reaching for the stars with Hope and Aspiration. We chose Kapow as our curriculum resource as it develops children as musicians through becoming performers, composers and listeners, as well as providing a rich, cultural diversity of music from around the world. Our core drivers for music are to ensure children:

- Develop lifelong love for music!
- See themselves as musicians, feeling confident that they can make music, that they are music makers

- Develop an understanding and appreciation of music in terms of performance, composition and listening
- Have the opportunity to play and experience an instrument

Implementation

We use the Kapow curriculum to take a holistic approach to music, interweaving with our own instrumental units (using Collins Resources). We have carefully selected the Kapow units to reflect the needs of the children in our school, choosing units that will motivate and inspire as well as enlighten and challenge views and ideas. The Kapow units are based around these 'golden threads':

- Performing
- Listening
- Composing
- The history of music
- The inter related dimensions of music

We have chosen to teach the children 'out of their usual classes', grouping using the mixed age suggestion in Kapow to ensure that we can show good progression and have a strong, sequential teaching approach. The instruments we teach at Bromesberrow are:

Early Years- Glockenspiels (percussion)

Year 1/2 – Recorder (woodwind)

Year 3/4 – Ukulele (String)

Year 5/6- Violin (string)

Musical tuition is often available to supplement this, with children having opportunity to learn something different as the opportunity arises. We also run music clubs and have regular music concerts to share our progress with parents and carers.

Impact

In order for our Music Curriculum to have had an impact, we would want to be able to see that children have a well-developed knowledge, skills and understanding, preparing them for the next stage of their music education:

- Children who are confident performers, composers and listeners, who can express themselves musically in and out of school
- Children show a strong appreciation and acceptance of music from around the world, respecting difference and cultural diversity through this
- Understand the way music can be written down in order to support performing and composing skills
- Enjoy music and be able to demonstrate and share their own personal preferences.
- Meet the end of key stage expectations in music as outlined in the National Curriculum

Early Years (Preschool and Reception)

We use Kapow Music Curriculum. Reception children have adult directed music teaching through this. Preschool children have a more play based curriculum and through this will explore music making in preparation for the Kapow Curriculum.

Preschool

Preschool	Skills	Vocabulary
	<ul style="list-style-type: none"> • Learn a repertoire of songs and be able to sing these from memory e.g. Once I caught a Fish Alive and Baa, Baa Black sheep (planned in as part of our Guided Reading approach) • Be able to 'pitch match', using a call and response e.g. adult sings in a low tone and child can imitate this. • Pitch match a variety of songs and tunes with and without words e.g. Rain, rain, go away and 'la, la, la' or 'da de dum' • Use their knowledge of pitch to be able to sing different melodies (changing their pitch to sing up high and low and the range in between). This is still developing in young children and will need practice to improve and broaden range. • Create and adapt their own songs e.g. 'Twinkle, twinkle little car' or 'I saw three planes come flying in' rather than 'I saw three ships come sailing in' • Be able to express themselves through percussion instruments e.g. choosing a low sounding drum and playing it slowly to show 'sad' • Begin to recognise and name some untuned percussion instruments 	Listen Copy Tune, pitch, low, high, up, down, song, sing, clap, rhythm, rhyme, instrument, beat, shake, tap, pat, strum, feeling

Reception

Term	Unit		
Autumn 1	Exploring sound	<ul style="list-style-type: none"> -Explore how to use their voice and body to make sound. -Explore using instruments to make a variety of sounds. -Experiment with tempo and dynamic when playing instruments. -Identify sounds in the environment and try to re-create them. 	Percussion, sound, tempo, dynamic, instrument.
Spring 1	Musical stories	<ul style="list-style-type: none"> Use music an instruments to convey moods and represent characters. -Move to lyrics and melodies. -Use actions to tell stories. -Use instruments to represent actions -Write, compose, practice and perform their wn musical story. 	Lyrics, melody, tempo, pitch, dynamic, instruments, story-telling, perform.
Summer 1	Big band	<ul style="list-style-type: none"> -Learn what makes a musical instrument. -Learn the four different groups of musical instruments. -Follow a beat using an un-tuned instrument. -Perform a practices song to an audience. 	Instrument, orchestra, beat, tuned, un-tuned, melody, rhythm, tempo.
Celebration music – Dip into this topic for stand-alone lessons focusing on the celebrations of Diwali, Hanukkah, Kwanzaa and Christmas.			

Years 1 and 2

Cycle 1

Term	Unit	Outcomes.	Key vocabulary
Autumn 1	Instrumental: recorders (recorder magic).	<ul style="list-style-type: none"> -Hold and play a recorder correctly. -Play different notes on a recorder. -Play a steady rhythm. -Listen to and copy rhythms. -Improvise and play notes on a recorder. -Recognise semi-breves and minims. -Play a tune on the recorder from musical notation. Identify if a sound is higher or lower 	Mouthpiece, window, thumb hole, recorder, pulse, rhythm, duet, pitch, improvise, composing, Begin to introduce as appropriate- semibreve, minim, crotchet rest, treble clef, stave,

		Create a pattern using 2 pitches and play it Explain what tempo means and identify this in music Contribute to a group composition and performance	ostinato, repeat, note, note head.
Spring 1	Year 1: Class music, dynamics and tempo (Theme: Animals).	-Observe others and try to play appropriately. -Sing in time from memory, with some accuracy. -Play either a call and/or response role in time with another pupil. -Keep a steady pulse. -Improvise, using their instrument, to a given stimulus.	Fast, quiet, tempo, slow, dynamics, musical composition.
Summer 1	Year 2: myths and legends.	-Create rhythms and arrange them in a particular order or structure. -Identify the structure of a piece of music and write it down. -Describe whether a musical texture is thick or thin. -Explore ways of writing down different textural layers. -Follow a given structure for a composition. -Write a structure score accurately. -Compose music with several layers.	Beat, composition, graphic score, melody, notation, rhythm, structure, texture, compose, dynamics, legend, myth, pitch, stave notation, tempo, timbre.

Years 1 and 2

Cycle 2

Term	Unit	Outcomes	Key vocabulary
Autumn 1	Year 1: Musical vocabulary (Theme: Under the sea).	-Make movements that are appropriate to the pulse and tempo of a piece of music. -Choose instruments with appropriate timbre to represent sparkling fishes. -Respond to dynamic changes in a piece of music. -Create pitches and rhythms. -Perform a layer of the music within an overall piece. -Define all the musical terms from this unit.	Pulse, dynamics, tempo, timbre, rhythm, texture, celeste, pitch, structure, graphic score.

Spring 1	Instrumental: recorder (Recorder magic)	<ul style="list-style-type: none"> -Hold and play a recorder correctly. -Play different notes on a recorder. -Play a steady rhythm. -Listen to and copy rhythms. -Improvise and play notes on a recorder. -Recognise semi-breves and minims. -Play a tune on the recorder from musical notation. 	Instruments, Mouthpiece, window, thumb hole, recorder, pulse, rhythm, duet, pitch, improvise, composing, semibreve, minim, crotchet rest, treble clef, stave, ostinato, repeat, note, note head.
Summer 1	Year 2: African call and response song (Theme: Animals).	<ul style="list-style-type: none"> -Use tempo, dynamics and timbre in their piece. -Play in time with their group. -Use instruments appropriately. -Successfully sing back the melody line in time and at the correct pitch. -Play either a call and/or response role in time with another pupil. -Perform their composition. 	Timbre, tempo, rhythm, dynamics, call and response, structure.

Years 3 and 4

Cycle 1

Term	Unit	Outcomes	Key vocabulary
Autumn 1	Instrumental: Ukulele (Ukulele magic)	<ul style="list-style-type: none"> -Identify parts of a ukulele and their uses. -Develop a strumming technique. -Play and perform simple pieces, staying in time. -Recognise musical notation. -Compose songs based on their knowledge of chords and keys. 	Acoustic, back, body, bridge, chord, chord chart, down stroke, fret, neck, notation, note, peg, picking, quarter note, rhythm, sharp, strumming, tuner. semibreve, minim, crotchet rest, treble clef, stave.

Spring 1	Year 4: Body and tuned percussions (Theme: Rainforest).	<ul style="list-style-type: none"> -Identify the structure of a piece of music. -Have an idea as to when there is one layer in a piece of music and when there are two. -Play a sequence in the correct order in time with their partner. -Have two contrasting rhythms being played together. -Have two different melodies being played together. -Have a complete piece of music with four different layers with an appropriate structure. 	Pitter, raindrop, clicking, tempo, boom, structure, contrast, lower, loop, pitch, patter, clapping, body percussion, rhythm, snap, texture, higher, compose, melody, inspiration, keyboard.
Summer 1	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers).	<ul style="list-style-type: none"> -Sing in tune and in harmony with others, with developing breath control. -Explain how a piece of music makes them feel with some use of musical terminology. -Perform a vocal ostinato in time. -Listen to other members of their group as they perform. -Create an ostinato and represent it on paper so that they can remember it. -Create and perform a piece with a variety of ostinatos. 	A cappella, dynamics, listen, tempo, percussion, breathing, harmony, texture, ostinato, layer.

Year 3 and 4

Cycle 2

Term	Unit	Outcomes	Key vocabulary
Autumn 1	Year 2: Creating a composition in response to an animation (Theme: Mountains).	<ul style="list-style-type: none"> -Verbalise how the music makes them feel. -Create actions or movements appropriate to each section of a piece of music. -Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. -Play melodies and rhythms which represent the section of animation they are accompanying. 	Influence, dynamics, pitch, pattern, ensemble, listen, timbre, repeated rhythm, notation, compose.

Spring 2	Instrumental: Ukulele (Ukulele magic).	<ul style="list-style-type: none"> -Identify parts of a ukulele and their uses. -Develop a strumming technique. -Play and perform simple pieces, staying in time. -Recognise musical notation. -Compose songs based on their knowledge of chords and keys. 	Acoustic, back, body, bridge, chord, chord chart, down stroke, fret, neck, notation, note, peg, picking, quarter note, rhythm, sharp, strumming, tuner. semibreve, minim, crotchet rest, treble clef, stave.
Summer 2	Year 4: Samba and carnival sounds and instruments (Theme: South America).	<ul style="list-style-type: none"> -Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. -Clap on the offbeat and be able to play a syncopated rhythm. -Play their rhythm in time with the rest of their group. -Play their break in time with the rest of their group and play in the correct place in their piece. -Play in time and with confidence; accurately playing their break. 	Agogo, bateria, caixi, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pule, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison.

Years 5 and 6: Cycle 1

Term	Unit	Outcomes	Key vocabulary
Autumn 1	Year 5: Composition notation (Theme: Ancient Egypt).	<ul style="list-style-type: none"> -Sing in time and in tune with other people and the backing track. -Remember the lyrics to a song. -Identify the structure of a piece of music and match this to non-standard notation. -Improvise their own piece of music. -Play a melody with reasonable accuracy. -Perform with confidence and in time with others. -Compose and play a melody using stave notation. -Contribute meaningfully to the group performance and composition. 	Features, repeating, composition, repetition, tempo, ensemble, notation, unison, structure, melody, compose, minor key.

		-Use hieroglyphic notation to show the structure of their piece.	
Spring	Instrumental: Keyboards (Keyboard magic).	-Sit correctly at a keyboard. -Use a fixed 5-finger position when playing with the right hand. -Read musical notation and play from it. -Learn the individual roles of each hand and apply these when playing pieces. -Apply skills, knowledge and understanding to play and perform in a group, keeping in time. -Perform in the right pitch and to the correct rhythm.	Keys, sharp, flat, rest, minim, chord, rhythm, pitch, notation, note, semibreve, minim, crotchet rest, treble clef, stave, accompaniment.
Summer	Year 5: Musical theatre.	-Explain what musical theatre is and be able to recall at least three features of this kind of music. -Categorise songs as action songs or character songs. -Select appropriate existing music for their scene to tell the story of a journey. -Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	Action song, book musical, choreographer, comic opera, designer, director, ensemble, jukebox musical, libretto, backdrop, character song, composer, costumers, dialogues, duet, hip-hop musical, librettist, lyricist, musical director, musical theatre, operetta, opera, performers, props, scene, rock musical, solo, tempo.

Years 5 and 6: Cycle 2

Term	Unit	Outcomes	Key vocabulary
Autumn 2	Instrumental: Keyboards (Keyboard magic).	-Sit correctly at a keyboard. -Use a fixed 5-finger position when playing with the right hand. -Read musical notation and play from it. -Learn the individual roles of each hand and apply these when playing pieces.	Keys, sharp, flat, rest, minim, chord, rhythm, pitch, notation, note, semibreve, minim, crotchet rest, treble clef, stave, accompaniment.

		<ul style="list-style-type: none"> -Apply skills, knowledge and understanding to play and perform in a group, keeping in time. -Perform in the right pitch and to the correct rhythm. 	
Spring 1	Year 5: Blues.	<ul style="list-style-type: none"> -Name three key features of Blues music. -Sing in tune, using vocal expression to convey meaning. -Explain what a chord is and play the chord of C sixteen times. -Play the twelve bar blues correctly. -Play the notes of the Blues scale in the correct order, ascending and descending. -Play a selection of Blues scale notes out of order in their own improvisation. 	Blues, 12-bar Blues, scale, bent note, descending scale, chord, bar, Blues scale, ascending scale, improvisation.
Summer 2	Year 5: South and West Africa.	<ul style="list-style-type: none"> -Sing using the correct pronunciation and with increasing confidence. -Play a chord with two notes, remaining in time. -Maintain their part in a performance with accuracy. -Play the more complicated rhythms in time and with rests. -Create an eight beat break and play this in the correct place. 	A cappella, dynamics, chord, ostinato, poly-rhythms, syncopation, call and response, performance, improvisation, break, master drummer, metronome.