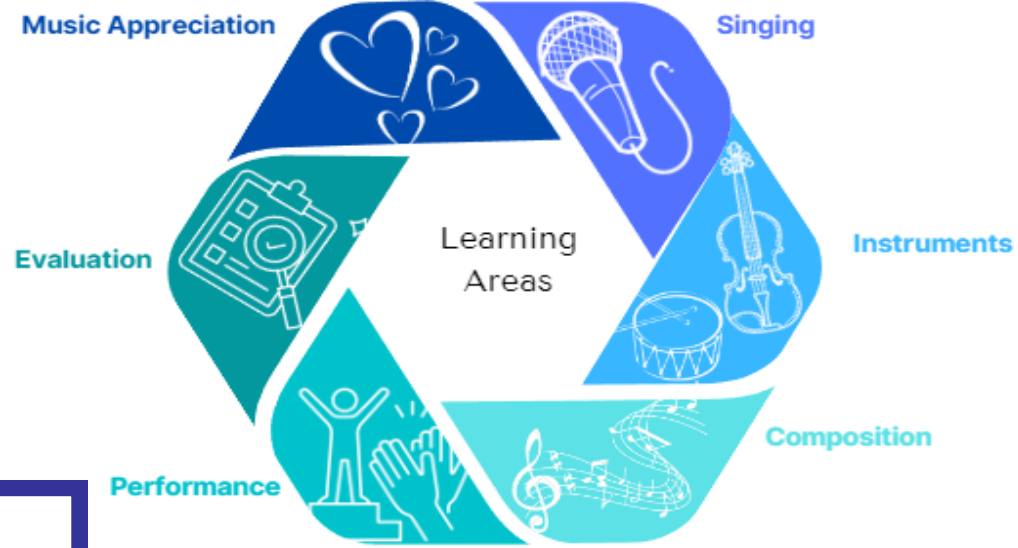




Our Curriculum

MUSIC



**“Where words fail,
music speaks.”**
- Hans Christian Anderson

EYFS
Early Learning Goal Links:

- Learn rhymes, poems and songs
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups.

YEAR 1
Children will strengthen the skills needed for:

- Singing:** sing seasonal and toy topic songs; learn and perform ensemble songs with actions
- Music Appreciation:** Flight of the Bumblebee, Debussy’s Water music and The March of the Toy Soldiers ; to understand how music can be used to evoke images; explore how the different styles of music describes different types of water
- Performance:** sing seasonal and topic songs confidently with actions for performance
- Instruments:** beat a pulse on percussion instruments
- Composition:** improvise rhythms on percussion instruments

YEAR 2
Children will strengthen the skills needed for:

- Singing:** songs in unison, different languages, and with actions and clapping
- Music Appreciation:** recognising instruments in an orchestra; explain how music can tell stories. Listen to The Carnival of the Animals and understand how music can evoke images.
- Performance:** performing songs confidently with actions; country dance songs focussing on moving to the beat of the song
- Instruments:** playing rhythms using percussion instruments; playing simple melodies and accompaniments on glockenspiels
- Composition:** group compositions focussing on mood music, film sound tracks and repeated rhythms

YEAR 3
Children will strengthen the skills needed for:

- Singing:** traditional songs; duet singing and singing as a group
- Music Appreciation:** Prokofiev (Peter and the Wolf, Romeo and Juliet, Troika); recognise instruments; describe the structure of a piece of music
- Performance:** sing songs from memory; maintain a role in an ensemble; sing solos and duets into a microphone for the class assembly.
- Instruments:** playing percussion instruments in an ensemble with accurate dynamics and precision. To learn to play 5 notes on the recorder and read them in staff notation.
- Composition:** play and improvise rhythms



YEAR 4
Children will strengthen the skills needed for:

- Singing:** singing and performing topic songs
- Music Appreciation:** Appreciate how music is used to create mood and tell stories - A Night on Bare Mountain and In the Hall of the Mountain King. Understand the history of Handel’s Zadoch the Priest.
- Performance:** solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.
- Instruments:** playing tuned percussion instruments and creating quality sound in a group when playing songs about the Amazon rainforest.
- Composition:** using rhyming pattern and structure, composing melodies using the pentatonic scale

YEAR 5
Children will strengthen the skills needed for:

- Singing:** sing popular songs and accompany them with the ukulele. Sing as soloist and in small groups in the Battle of the Bands.
- Music Appreciation:** To listen and respond to a variety of music from different countries and cultures, for example South African Anti-apartheid songs and Islamic music
- Performance:** To perform South African songs for the class assembly.
- Instruments:** playing ukulele; chord knowledge; keeping a pulse; listening to each others; Battle of the Bands competition.
- Composition:** play and improvise rhythms on the drum; produce simple compositions in the form of Victorian street cries.



YEAR 6
Children will strengthen the skills needed for:

- Singing:** harmonies, dynamics, solos
- Music Appreciation:** to understand and appreciate the music of John Williams and his contribution to film music.
- Performance:** solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.
- Instruments:** playing instruments in an ensemble with accurate dynamics and precision; creating a balanced, quality sound in a group
- Composition:** using rhyming pattern and structure, and creating melody around a chord structure to compose seasonal songs in groups. To use a computer programme (Bandlab) to create music

INTENT
Children will be 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 the children progress, they develop a critical engagement with music. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a diverse range of historical periods, genres, styles and traditions, including the works of the 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.

IMPLEMENTATION
Children are taught the progression of skills of: pulse and rhythm; playing simple melodies on tuned percussion; notation and playing simple melodies on recorder; composing simple melodies on tuned percussion; understanding chords; playing chords on ukulele; class composition and performance; group compositions and performances; singing simple songs (routine songs, seasonal, topic, maths, action songs etc); unison performance of simple songs; partner songs; dynamics; small group and solo singing; group singing with harmonies and singing performance of own group compositions. Pupils will leave Year 6 having had instrumental lessons in the recorder, tuned and untuned percussion, drums, a stringed instrument, recorder and ukulele.

IMPACT
Children will be able to demonstrate their understanding through solos, whole class composition and performances.