

Music Overview

National Curriculum Subject Content:

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 sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Charanga Music Scheme:

At Milton Abbot Primary School, we use Charanga to support our music teaching, this is an online music scheme provided by Devon County with lots of visual aids and interactive resources to support your children's learning about music. Our children enjoy using our sets of percussion, wind and string instruments as well as our new musical instrument trolley in order to take part practically in classroom music lessons.

Cycle A – Overview

	Autumn (A)	Spring (A)	Summer (A)
	Concept: Friendship	Concept: Hope	Concept: Colour: what colours can you hear?
Year 1/ Year 2	<p>Hey You! Critical engagement: Old-School Hip-Hop. Compose: A whole class rap and rhythm for a rap that links to anti-bullying day. Listening Level: Hear words that rhyme. Hear a beat. Instruments: Drum beats (solo). Learning Links: Timeline skills. Historical context of musical styles.</p>	<p>In the Groove! Critical engagement: Comparing different musical styles – are some more uplifting/hopeful? Compose: A simple repeated rhythm using claps and musical notes. Create pictorial notation. Listening Level: Hear a repeated rhythm. Hear different types of music and compare. Instruments: Xylophones and glockenspiel. Learning Links: Geography – countries/cultures.</p>	<p>Reflect, Rewind and Replay! Western Critical engagement: Classical Music. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Listening: How many instruments can you identify? Consolidate the foundations of the language of music. Instruments: Simple recorder songs Compose: Three note recorder tune to try.</p>
Year 3/ Year 4	<p>Hands, Feet, Heart! Critical engagement: South African styles music and Freedom Songs. Historical context of musical styles. Compose: Add a beat to a freedom poem (existing or created by class) Listening Level: Hear songs in a different language but still sense meaning/mood/tone. Copy a beat. Instruments: Drums/shakers (trios). Learning Links: Cultural capital: Nelson Mandela as an influential person .</p>	<p>Let Your Spirit Fly Critical engagement: Reggae focus including Three Little Birds Compose: Clapped rhythms to match the song. Record as a pictorial score. Listening Level: Create your own repeated rhythm. Instruments: Recorders – learn a section of the song to play along with. Steel Drums (Devon Music Hub loan). Learning Links: Geography map skills – locate Jamaica/Caribbean and describe.</p>	<p>Reflect, Rewind and Replay Critical engagement: Western Classical Music (teacher’s choice/pupil interest). Consider the history of music in context. Consolidate the foundations of the language of music. Compose: music to accompany Summer Play. Listening Level: Identifying specific instruments in classical pieces; deciding what they like/dislike. Relistening to their own scores. Instruments: Ukulele (stage 1). Learning Links: Complete a biography or diary entry for a composer, singer or a fan of a ‘band’.</p>
Year 5/ Year 6	<p>Livin’ On A Prayer Critical engagement: Rock music Compose: A lovesong to a favourite season. Listening Level: Identifying the changes in tempo and pitch during the song. Instruments: Ensemble drums & percussion Learning Links: History beyond 1066 (social links to changes in popular music with the emergence of the Beatles and rock’n’roll.</p>	<p>All that jazz! Critical engagement: Explore jazz, black role models and compare with previous genres of music. Compose: Learning to click along with jazz songs. Use other body parts to make music to accompany a jazz piece. Simple keyboard piece in groups.</p>	<p>Dancing in the street Critical engagement: The history of Motown and its importance in the development of popular & black music. Compose: music to accompany Summer Play. Listening Level: Identifying specific instruments in classical pieces; deciding what they like/dislike. Relistening to their own scores. Instruments: Ukulele (stage 3).</p>

	English: Poetry – the lovesong could start as a poem – looking at poems about seasons.	Listening Level: Identifying the change in tempo and responding with growing sophistication to free-style jazz. Instruments: Keyboards (stage 1) Learning Links: Geography – where in the world did jazz begin. Broaden location/place knowledge.	Learning Links: Cultural capital - Civil rights movement. Link to English genres.
Further teaching of singing opportunities			
Weekly Assembly – Friendship and rules songs; Remembrance Assembly Harvest Service in Church Christmas Choir Christmas Performance	Weekly Assembly – a weather themed song World Book Day: reading themed song Reading Champions Assembly: learn Monty Miller! Easter Celebration – a religious themed song and a non-religious Easter Choir	Weekly Assembly Song from a World Religion School Anthem competition to sing at Sports Day End of Year Celebration Whole School Performance	
Cycle A: Experiencing music – teacher’s choice (visits/visitors)			

Teaching and evaluating for progression in essential skills: Our cycles are designed so that when children return to a core skill (composing, listening, etc.) they can refer back on their previous skills and evaluations to identify how, with teaching, they could improve and develop throughout the Primary phase.

Cycle B – Overview

	Autumn (B)	Spring (B)	Summer (B)
	Concept: Fear and fright	Concept: Nature	Concept: Emotions
Year 1/ Year 2	<p style="text-align: center;">I Wanna Play In A Band!</p> <p>Critical engagement: Rock Teamwork, working together (The Beatles). Compose: Halloween sound effects for a ghostly tale. Listening Level: Hear how notes go up and down. Instruments: Keyboards – spooky set of keys. Learning Links: English – ghost stories</p>	<p style="text-align: center;">ZooTime</p> <p>Critical engagement: Reggae Animals compared with classical music to build on Cycle As language/ideas. Listening: Compare and contrast the different musical types. What animals can you hear in the reggae tracks. Instruments: Recorder songs (stage 2) Compose: Create own recorder tune. Can we match the tracks in focus?</p>	<p style="text-align: center;">Round and Round</p> <p>Critical engagement: Film music and American styles including Bosa Nova and Latin. Compose: Sound effects to match a silent cartoon (Pixar or Literacy Shed). Listening Level: Draw patterns to match how a rhythm changes. Instruments: Xylophones and glockenspiel. Percussion. Learning Links: Geography – countries/cultures.</p>
Year 3/ Year 4	<p style="text-align: center;">Lean on Me!</p> <p>Critical engagement: Gospel in its historical context Compose: A gospel style to a written poem (trio) Listening Level: Describe how the different gospel tracks make you feel – musical moods. Instruments: Ukulele? Learning Links: RE – music as peaceful prayer.</p>	<p style="text-align: center;">Glock – rock around the glock!</p> <p>Critical engagement: Learning instrumental skills by playing tunes in varying styles Compose: The Dragon Song Listening Level: Introduction to the language of music, theory and composition. Instruments: Glockenspiel Learning Links: Geography skills – music from around the world and the environment.</p>	<p style="text-align: center;">Reflect, Rewind and Replay</p> <p>Critical engagement: Western Classical Music (teacher’s choice/pupil interest). Consider the history of music in context. Consolidate the foundations of the language of music. Compose: music to accompany Summer Play. Listening Level: Identifying specific instruments in classical pieces; deciding what they like/dislike. Relisting to their own scores. Instruments: Keyboards (stage 2). Learning Links: Complete a biography or diary entry for a composer, singer or a fan of a ‘band’.</p>
Year 5/ Year 6	<p style="text-align: center;">Fresh Prince of Bel Air</p> <p>Critical engagement: Hip Hop Compose: Create a rap that links to Halloween. Listening Level: Can you make out the words? How many different dynamics can you identify? Instruments: Technology – recording our raps and layering with different effects. Learning Links: History of music. Timeline skills</p>	<p style="text-align: center;">All that jazz – Part 2!</p> <p>Critical engagement: Revisit jazz from part 2 Compose: Listening Level: Recognising the relationship between instruments – instruments in conversation Instruments: Keyboards (stage 3) Ukulele (3) Learning Links: Geography – where in the world did jazz begin. Broaden location/place knowledge.</p>	<p style="text-align: center;">Music and identity</p> <p>Critical engagement: Emotions in music Compose: music to accompany Summer Play at a more sophisticated level. Listening Level: Identifying mood in music. Instruments: ‘Orchestral ensemble’ Learning Links: Relationships Ed. – sharing views, etc.</p>

Further teaching of singing opportunities		
Weekly Assembly – Friendship and rules songs; Remembrance Assembly Harvest Service in Church Christmas Choir Christmas Performance	Weekly Assembly – learn the National Anthem World Book Day: reading themed song Reading Champions Assembly: learn Monty Miller! Easter Celebration – a religious themed song and a non-religious Easter Choir	Weekly Assembly Song from a World Religion School Anthem competition to sing at Sports Day End of Year Celebration Whole School Performance
Cycle B: Experiencing music – teacher’s choice (visits/visitors)		

Teaching and evaluating for progression in essential skills: Our cycles are designed so that when children return to a core skill (composing, listening, etc.) they can refer back on their previous skills and evaluations to identify how, with teaching, they could improve and develop throughout the Primary phase.

Instruments Overview

Cycle A			
Term	KS1	LKS2	UKS2
Autumn	Drums (solo)	Drums & shakers (trios)	Drums & percussion (ensemble)
Spring	Xylophones & glockenspiels	Recorders / Steel Drums	Keyboards
Summer	Recorders	Ukulele (stage 1)	Ukulele (stage 3)
Cycle B			
Term	KS1	LKS2	UKS2
Autumn	Keyboards – fun with keys.	Ukulele (stage 2)	Recording technology
Spring	Recorders	Glockenspiel	Ukulele & keyboard: core tune & experimental accompaniment
Summer	Xylophones & glockenspiels	Keyboards	Large ensemble – bringing all the instruments together since KS1.

Overview of progression of key skills

Area of knowledge	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6* (<i>*NC Attainment Tgts</i>)
Singing songs with control and using the voice expressively	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Sing with an awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song ‘in their heads.’</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>
Listening, Memory and Movement Level	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds.</p> <p>Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an introduction, interlude and ending</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p> <p>Identify different moods and textures. Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features</p>
Controlling pulse and rhythm	<p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create rhythmic patterns.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p>

Exploring sounds, melody and accompaniment	To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds	Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.
Composition	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Control of Instruments	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Critical engagement: Reading and Writing Notation	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform using notation as a support. Sing songs with staff notation as support.
Performance Skills	Perform together and follow instructions that combine the musical elements.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts	Present performances effectively with awareness of audience, venue and occasion.

Evaluating and Appraising	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions.	Improve their work through analysis, evaluation and comparison.
---------------------------	--	---	---

Composite knowledge: What does better knowledge of Music mean?

A pupil will have experienced a deep range of musical artists (of different gender and race), and compositions (from traditional to present day - across the world and knowing the best of British). However, to have 'got better' at musical knowledge there will be the presence of an **opinion in a pupil**; they will then know, by the end of the Primary phase, how to express an opinion about a piece of music, and the presence of an opinion enables the pupil to compare one piece with another piece that they do like. Presence of an opinion and ability to compare with preferred musical pieces, performers and style.

Towards a Shared Language: Key Vocabulary

<u>Base Vocabulary</u>	<u>Techniques</u>	<u>Singing Vocab</u>	<u>Opinion</u>	<u>Wider words</u>	<u>Technical language</u>
Notes clef Notation Bar Key & keys strings beat Chords pitch duration tempo compose major minor pulse rest	Staccato accent crescendo decrescendo downbeat off beat vibrato	Structure Vibration Voice box canon chant choir drone duet ensemble harmony key	Gentle chaotic dull (un)imaginative realistic absurd perspective emotive captures essence verisimilitude	Dissonance Ensemble Unison	Solo, duo, trio ensemble Dynamics timbre texture octave octave scale sharp slur