

Music Curriculum Overview

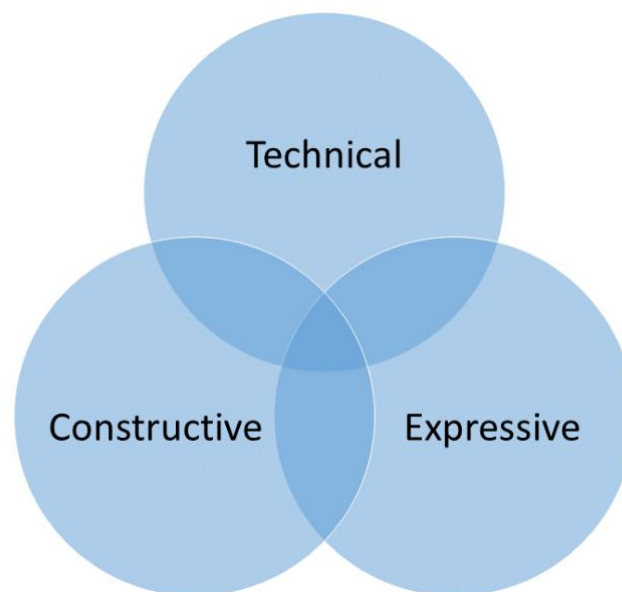
Curriculum Intent

Our music curriculum aims to develop a love of music, inspiring and engaging our children through exposure to music across a range of historical periods, genres, styles and traditions. Music is a means by which we strengthen our bond as a school and connect with our local community. We hope to broaden the children’s cultural understanding by exposing them to a diverse range of high-quality musical experiences. Children will learn to respect and enjoy music from communities and countries all around the world. Children will have opportunities to perform and sing, recognising their talent as musicians. Our curriculum allows children to listen and respond to music, making musical judgements through discussion and expression. Through use of charanga, children are given the opportunity to play tuned and untuned instruments, as well as developing their musical skill of singing. By developing as singers, performers and composers, all children will be able to become confident, reflective musicians.

Substantive Knowledge

Technical	Constructive	Expressive	Knowledge of Music
<ul style="list-style-type: none"> - Competence in controlling sound (instrumental, vocal or with music technology) <p>Children will play tuned and un-tuned instruments musically, with increasing accuracy, fluency, control and expression.. They will play and perform in solo and ensemble contexts, playing musical</p>	<ul style="list-style-type: none"> - Knowledge of the musical elements/interrelated dimensions of music - Knowledge of the components of composition <p>Children will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration,</p>	<ul style="list-style-type: none"> - Musical quality - Musical creativity 	<ul style="list-style-type: none"> - Knowledge of musical meaning across the world and time <p>Children will evaluate and appreciate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. Children will listen with concentration and understanding to a</p>

<p>instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will learn to use their voices with increasing accuracy, fluency, control and expression. They will be taught to sing with increased confidence.</p>	<p>dynamics, tempo, timbre, texture, structure and appropriate musical notations. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music. They will improvise and compose music for a range of purposes. Children will understand musical notations, as well as a history of music.</p>		<p>range of high-quality live and recorded music, and recall sounds with increasing aural memory.</p>
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Substantive and disciplinary knowledge in Music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Substantive knowledge focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Interrelated Dimensions of Music		
Pulse	Rhythm	Pitch
Tempo	Dynamics	Timbre
Texture	Structure	Notation

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 2	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 3	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 5	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 6	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	• beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice	accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch pulse • recorder • score • tuned percussion • untuned percussion • volume	accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone	harmony • improvise • leaping (large interval between two notes) • pentatonic	• Accent • bass • notation • texture • timbre	• diction • interval • syncopation