

Music

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

At Hanwood, we believe music is a powerful form of communication - a universal language that surrounds us. Our Music curriculum should engage and inspire pupils to develop a curiosity for the subject and their talents as musicians. This will lay the foundations for a lifelong love of music alongside musical appreciation and understanding.

We believe all children are musicians and aim to provide opportunities for all pupils to learn and work with others to develop the communication skills needed to critically engage with music and allowing them to compose and perform music, both in ensembles and as a solo. As well as working with others, Music allows children to be valued as unique individuals, through expressing themselves, building their self-confidence and resilience and enhancing their creativity. Music encourages the pupils to feel a sense of achievement as they take pride in their music making and embrace the challenge Music education provides.

Our Music Curriculum:

At Hanwood, we aim to develop the four threshold concepts in Music: performing, composing, transcribing and describing music across a wide variety of historical periods, styles, traditions, and musical genres. This will enable the children to:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Implementation

We plan for a weekly lesson of 1 hour in Music as a discrete subject to ensure children know and understand more, with additional opportunities for weaving music into the normal school day such as classroom informal singing, individual instrument lessons, whole school worship and singing assemblies and celebrations at Christmas and Easter. There is flexibility

in how and when our lessons are taught in order to help our pupils develop and retain the information within their long-term memory.

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

Our curriculum has been developed with the Shropshire Music Service, Sing up Scheme of work as well as following the Chris Quigley 'Essentials Curriculum.' These all ensure that learning is engaging and developed by the pupils revisiting the threshold concepts from Year 1 to Year 6 in order to ensure all pupils progress.

Impact

We measure our pupil's success in Music against the Threshold Concepts (performing, composing, transcribing and describing music). The children revisit the same concepts frequently, which in turn leads to a gradual understanding of them. For each 'Threshold Concept' there are three milestones. Within each 'Milestone', students gradually progress in their procedural fluency and semantic knowledge through three cognitive domains: basic, advancing and deep. The goal for our pupils is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

As well as the Threshold Concepts, we measure the impact of our curriculum through the following methods:

- Photo and video evidence of the pupils practical learning – either in lessons, assemblies or other events.
- Pupil's achievement, self-confidence, interaction with and awareness of others.
- Pupil's self-reflection of their learning – discovering their own areas of strength, as well as areas they might like to improve upon.
- Their enjoyment of music, in as many ways as they choose - either as a listener, composer or performer.

YEAR A	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2	
Fir YR/Y1	<p><u>The king is in the castle (Y1)</u> Explore vocal and instrumental timbre, structure and rhyme, dynamics, and pitch.</p>	<p><u>Colonel Hathi's March (Y1)</u> Explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p>	<p><u>Magical musical aquarium (Y1)</u> Respond to music through moving, exploring the sound of instruments, listening and singing, and composing their own musical aquarium.</p>	<p><u>Football (Y1)</u> Children will be echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Pupils will understand the difference between pitched patterns and rhythm patterns, higher and lower.</p>	<p><u>Bird spotting: Cuckoo polka (Rec)</u> Explore their voices, play simple singing games and sharpen their listening skills through expressive movement.</p>	<p><u>Musical Conversations (Y1)</u> Pupils will invent and compose short pieces based around question-and-answer interactions. They will learn to take turns playing, lead and follow, read a 'score' and create their own simple graphic scores.</p>	<p><u>Down there under the sea (Rec)</u> Explore sea-themed soundscapes, compose new lyrics, create instrumental sea accompaniments and responding to music with movement.</p>	<p><u>It's oh so quiet (Rec)</u> Listen to a range of dynamically exciting songs, experience dynamics with our bodies, voices and instruments and use dynamics for dramatic effect.</p>	<p><u>Cat and mouse (Y1)</u> Improvise rhythms and read and write them in simple notation and musical elements, such as rhythm, tempo, timbre and dynamics are explored.</p>	<p><u>As I was walking down the street (Y1)</u> Movement and instruments are used to experience the change in metre.</p>
Elm Y2/Y3	<p><u>Tony Chestnut (Y2)</u> Pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments.</p>	<p><u>Minguluay Boat song (Y3)</u> Pupils will compare two original Bengali/Scottish folk songs to identify similarities and differences between them.</p>	<p><u>Sound symmetry (Y3)</u> Symmetry is used as the inspiration for exploring structure in music, and is the basis for composing original music using similar concepts.</p>	<p><u>Latin Dance (Y3)</u> Pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into a whole-class performance.</p>	<p><u>Minibeast (Y2)</u> Timbre and rhythm are explored, using classroom percussion instruments and movement to represent the crawling, scurrying creatures in the song by creating minibeast-inspired music and dance.</p>	<p><u>Just three notes (Y3)</u> Children will learn how to make simple yet effective music using three pitches (C-D-E) and four rhythmic durations, read and understand notation to capture compositions and how to structure ideas.</p>	<p><u>Cat and mouse (Y2)</u> Improvise rhythms and read and write them in simple notation and musical elements, such as rhythm, tempo, timbre and dynamics are explored.</p>	<p><u>Tanczmy (Y2)</u> Children will listen and copy vocal and rhythm patterns accurately, sing confidently in another language and play a cumulative game with spoken call-and-response sections. They will play an accompaniment on tuned percussion and compose rhythm patterns.</p>		

Ash Y4/5	<p><u>What shall we do with the drunken sailor? (Y5)</u> Children will compose body percussion patterns to accompany a sea shanty, whilst keeping the beat using accurate pitch and a strong beat, singing in unison whilst playing an instrumental beat (untuned), play bass notes, chords, or rhythms to accompany singing and talk about the purpose of sea shanties.</p>	<p><u>Why we sing (Y5)</u> Pupils will recognise individual instruments and voices by ear, listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound, talk about pieces using music and develop and practise techniques for singing and performing in a Gospel style.</p>	<p><u>Song writing (Y5)</u> Pupils will improvise and compose, playing around with pitch and rhythm to create a strong hook, listen and appraise, identifying and analysing the structure of songs.</p>	<p><u>Doot Doot song (Y4)</u> Pupils will learn to sing and play the song, develop technical skills on tuned percussion, learn about chords, improvise with their voices and experience playing in a class band.</p>	<p><u>Fanfare for the common man (Y4)</u> Children will improvise and compose using short, repeated rhythms, exploring how timbre, dynamics and texture can be used for impact and use musical vocabulary when listening and appraising the fanfare.</p>	<p><u>Spain (Y4)</u> Children will play repeating rhythmic patterns, count musically, invent a melody, fit two patterns together and structure musical ideas into their own compositions.</p>	<p><u>Whole-class tuned percussion</u> Children will have the opportunity to learn a musical instrument.</p>	<p><u>Global pentatonic (Y4)</u> Pupils will listen to music based on the pentatonic scale, compare their musical features and recognise how the pentatonic scale features in lots of musical traditions and cultures. They will improvise, compose and create using a pentatonic scale and use graphic and staff notation to represent their musical ideas.</p>
Oak Y5/6	<p><u>Hey Mr Miller</u> Children will discover and learn about swing-style jazz, as well as explore rhythm work, create and improvise off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance.</p>	<p><u>Shadows</u> Explore the influences on an artist by comparing pieces of music from different genres, identify features of timbre, instrumentation, and expression in an extract of recorded music, use musical knowledge and vocabulary to discuss similarities and differences in pieces of music and create a shadow movement piece in response to music.</p>	<p><u>Compose for protest</u> Create their own song lyrics inspired by Ethel Smyth and the suffragette movement, fit their lyrics to a pulse, create a chant, write a melody and structure their ideas into a complete song.</p>	<p><u>Dona nobis pacem</u> Pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation.</p>	<p><u>You to me are everything</u> Pupils will listen and appraise, recognising and identifying key musical features, whilst learning some simple choreography to accompany a disco song.</p>	<p><u>Twinkle variations</u> Children will decipher a graphic score, play <i>Twinkle, twinkle, little star</i>, create variations using a wide variety of composing techniques and improvise.</p>	<p><u>Empress of the pagodas</u> Pupils will compose contrasting pentatonic tunes and accompaniments structuring the ideas to create a piece in ternary form, compose using contrasting tempo and dynamics and notate ideas to form a simple score to play from.</p>	<p><u>Whole-class tuned percussion</u> Children will have the opportunity to learn a musical instrument.</p>

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Fir YR/Y1	<p><u>Menu song (Y1)</u> Children practise their skills in listening, keeping a steady beat and developing a sense of pitch by echo singing a leader to lead up to the creation of a theatrical group performance.</p>	<p><u>I've got a grumpy face (Rec)</u> Explores emotions and feelings using voice and facial expressions.</p>	<p><u>The sorcerer's apprentice (Rec)</u> Explore how music can tell a story and identify elements of music within a piece. Compose a piece using percussion instruments and respond creatively to music in the form of movement and writing.</p>	<p><u>Who stole my chickens and my hens? (Y1)</u> Practise beat work, rests, and explore the 'skipty' (dotted quaver-semiquaver) rhythm. As well as learning the song, children will learn a simple clapping game that can be played in pairs, creating body percussion patterns and composing new lyrics.</p>	<p><u>'Dawn' from Sea interludes (Y1)</u> Listen actively to music inspired by the sea and sharpen reactions with signal games using classroom percussion and musical themes.</p>	<p><u>Up and down (Rec)</u> Sing songs in steps, using accompanying actions, compose new lyrics and play simple melodies on pitched instruments.</p>	<p><u>Dancing and drawing to Nautilus (Y1)</u> Pupils will develop their understanding of pitch, beat and duration. They will listen actively to the piece, interpreting its gestures in dance. They will draw to the music and compare their interpretations animations and videos, discovering that music can be interpreted in a myriad of ways.</p>	<p><u>Bow, bow, bow Belinda (Rec)</u> Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions</p>	<p><u>Come dance with me (Y1)</u> Children initially use call-and-response before creating their own percussive responses and play simple rhythm patterns on tuned instruments.</p>
Elm Y2/Y3	<p><u>I've been to Harlem (Y3)</u> Children will invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round and compose ostinato accompaniments.</p>	<p><u>Carnival of the animals (Y2)</u> Pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo and pitch to create pictures of the animals in our imaginations.</p>	<p><u>Composing music inspired by birdsong (Y2)</u> Children will begin by watching and listening to birds to gather inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>	<p><u>Grandma rap (Y2)</u> Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to.</p>	<p><u>Orawa (Y2)</u> As pupils listen to the music, they will imagine the journey of the river through Europe. They will make a piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p>	<p><u>Trains (Y2)</u> Children will listen and analyse four great pieces of music, each one describing a different vehicle. Then they will discover how composers use volume, speed, and rhythm in their music, before creating their own transport-inspired pieces.</p>	<p><u>Swing-a-long with Shostakovich (Y2)</u> Pupils will feel patterns of beats in their bodies, swinging in time and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will identify different metres in familiar songs and move to two pieces.</p>	<p><u>Samba with Sergio (Y3)</u> Children will explore call-and-response through word rhythms, body and vocal percussion, whilst also giving them a snapshot into samba and carnival.</p>	<p><u>Rockpool Rock (Y2)</u> Children will listen, learn and sing rock 'n' roll music, before playing on tuned percussion and inventing a rockpool-themed dance for a final performance.</p>

Ash Y4/5	<p><u>This little light of mine (Y4)</u> Children will improvise with the voice on the notes of the pentatonic scale, sing in a Gospel style with expression and dynamics, play a bass part and rhythm ostinato to the track and listen and move in time to songs in a Gospel style.</p>	<p><u>The Pink Panther Theme (Y4)</u> Children will explore musical storytelling through listening and recognising elements of the music that establish mood and character and compose a piece of atmospheric music for a scene with a given set of instruments.</p>	<p><u>Composing with colour (Y4)</u> Create short sounds inspired by colours and shapes, understand timbre and texture, structure their musical ideas into a composition and create and read graphic scores</p>	<p><u>Madina tun Nabi (Y5)</u> Pupils will learn to sing the song, develop their own accompaniment with a drone, chords and improvisation, and play together with a percussion backing track. On the way, they will be developing their 'ear' with lots of echo singing and playing by ear. They'll find out about the type of song called a Nasheed and its connection with the Islamic faith.</p>	<p><u>Building a groove (Y5)</u> Children will identify and show an understanding of how a drum pattern, bass line and riff fit together to create a catchy groove and compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p>	<p><u>Epoca (Y5)</u> Children will engage the imagination, work creatively in movement, develop listening skills and an understanding of how different instrumental parts interact (texture) and demonstrate an understanding of the history of Argentine tango.</p>	<p><u>Whole-class tuned percussion</u> Children will have the opportunity to learn a musical instrument.</p>	<p><u>Three Little Birds (Y5)</u> Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance.</p>
Oak Y5/6	<p><u>Hey Mr Miller</u> Children will discover and learn about swing-style jazz, as well as explore rhythm work, create and improvise off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance.</p>	<p><u>Shadows</u> Explore the influences on an artist by comparing pieces of music from different genres, identify features of timbre, instrumentation, and expression in an extract of recorded music, use musical knowledge and vocabulary to discuss similarities and differences in pieces of music and create a shadow movement piece in response to music.</p>	<p><u>Compose for protest</u> Create their own song lyrics inspired by Ethel Smyth and the suffragette movement, fit their lyrics to a pulse, create a chant, write a melody and structure their ideas into a complete song.</p>	<p><u>Dona nobis pacem</u> Pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation.</p>	<p><u>You to me are everything</u> Pupils will listen and appraise, recognising and identifying key musical features, whilst learning some simple choreography to accompany a disco song.</p>	<p><u>Twinkle variations</u> Children will decipher a graphic score, play <i>Twinkle, twinkle, little star</i>, create variations using a wide variety of composing techniques and improvise.</p>	<p><u>Empress of the pagodas</u> Pupils will compose contrasting pentatonic tunes and accompaniments structuring the ideas to create a piece in ternary form, compose using contrasting tempo and dynamics and notate ideas to form a simple score to play from.</p>	<p><u>Whole-class tuned percussion</u> Children will have the opportunity to learn a musical instrument.</p>