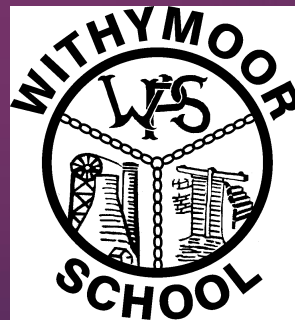


# *Withymoor Primary School Music Curriculum*

*LEARNING TOGETHER, AIMING FOR EXCELLENCE.*





# Withymoor Primary School Curriculum Intent

*At Withymoor Primary School we value and promote kindness and respect for all individuals, regardless of their race, gender, disability, religion or sexual orientation. We aim to offer, through a diverse, rich and challenging curriculum, exciting learning opportunities that develop curiosity, resilience, creativity and the skills of collaboration. We also aim to instil in our pupils a love of learning, an appreciation of the world, and a positive, secure sense of self. We want everyone at our school to achieve and be the very best that they can. Our curriculum is underpinned by our core value of Learning together, aiming for excellence.*



# Withymoor Primary School

## Music Subject Intent

*It is our intent that children will experience a range of musical cultures and genres ranging from the classics to modern day music. They will be able to reflect and evaluate what they have listened to and develop a sense of their own musical appreciation. They will receive basic musical instruction, compose, perform and improvise their own music, in addition to the opportunity to learn an instrument. They will be able to use basic notation and use musical terminology correctly and appropriately.*



# Essential Characteristics & Key Concepts in *MUSIC*

## Essential Characteristics

- ▶ 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.

## Key Concepts

- ▶ Performing
- ▶ Composing and improvising
- ▶ Aural awareness and theoretical knowledge
- ▶ Reflecting and evaluating



# Withymoor Primary School

## *MUSIC* Programme of Study

At Withymoor, we use Musical Express and Dudley performing Arts to deliver our music curriculum.

	Autumn	Spring	Summer
EYFS	Who shall I be today? Let's go green Busy City Beyond the stars	When snowflakes fall Fabulous food A tale from long ago Our growing world	Do you see dinosaurs A sky full of colour Amazing African animals Under the sea
Year 1	Ourselves Number Animals Weather	Machines Seasons Our School Pattern	Storytime Our bodies Travel Water



# Withymoor Primary School MUSIC Programme of Study

	Autumn	Spring	Summer
Year 2	Ourselves Toys Our Land Our bodies	Animals Number Storytime Seasons	Weather Pattern Water Travel
Year 3	Fife lessons delivered by DPA	Fife lessons delivered by DPA	Fife lessons delivered by DPA



# Withymoor Primary School MUSIC Programme of Study

	Autumn	Spring	Summer
Year 4	Flute lessons delivered by DPA	Flute lessons delivered by DPA	Flute lessons delivered by DPA
Year 5	Singing lessons delivered by DPA	Solar System At the movies	Singing lessons delivered by DPA
Year 6	World Unite Journeys	Singing lessons delivered by DPA	Class Awards Moving On

# EYFS progression for Music

Hearing & Listening	Vocalising and singing	Exploring & Playing
<ul style="list-style-type: none"><li>• Listening attentively</li></ul>	<ul style="list-style-type: none"><li>• Developing confidence in using the voice</li><li>• Exploring the qualities of the voice</li></ul>	<ul style="list-style-type: none"><li>• Handling and controlling instruments</li><li>• Self confidence and working collaboratively</li><li>• Being imaginative and exploring materials</li></ul>





# MUSIC Progression

Key Concept	Year 1	Year 2	Year 3
<b>Performing:</b>	<ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and instruments.</li> <li>• Show an understanding of pulse.</li> <li>• Sing and chant songs and rhymes in unison.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when performing as a group.</li> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a simple melody using voice and/or instruments.</li> <li>• Perform with a strong sense of pulse.</li> <li>• Start to understand the difference between pulse and rhythm.</li> <li>• Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>• Play simple rhythms.</li> <li>• Sing in tune within a limited pitch range up to an octave.</li> <li>• Develop an awareness of diction when singing.</li> <li>• Sing/chant in unison and with a simple second part.</li> <li>• As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>• Perform and interpret a piece using simple notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the fife/voice to create a pleasing sound.</li> <li>• Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>• Understand and respond to visual cues for starting and stopping.</li> <li>• Can direct others to start and stop using gestures.</li> <li>• Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> </ul>
Key Concept	Year 4	Year 5	Year 6
<b>Performing:</b>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>• Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> </ul>	<ul style="list-style-type: none"> <li>• When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>• Use the interrelated dimensions of music when singing and playing.</li> <li>• Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>• Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>• Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> </ul>



# MUSIC Progression

Key Concept	Year 1	Year 2	Year 3
<b>Composing and Improving</b>	<ul style="list-style-type: none"> <li>Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Add sound effects to a story.</li> <li>Make a piece of music to illustrate a character or mood.</li> <li>Respond to music through movement.</li> <li>Understand simple graphic notation – one sign for a sound or group of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Begin to recognise how music will fit a topic/theme.</li> <li>Experiment with different timbres to create effects.</li> <li>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Respond to music through movement.</li> <li>Notate a composition using simple graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Make four-bar rhythms in groups, pairs or individually.</li> <li>Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>Adds pitch names to rhythmic notation to make melodies.</li> <li>Understand how changes in pitch can be shown on a graphic score.</li> <li>Understand graphic scores and how more than one sound can play at a time to create texture.</li> </ul>
Key Concept	Year 4	Year 5	Year 6
<b>Composing and Improving</b>	<ul style="list-style-type: none"> <li>Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>Can add own words to an existing tune to make a new song.</li> <li>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>Add pitch names to rhythmic notation to make more complex melodies</li> <li>Begin to show an awareness of how changes in pitch can be shown on a staff.</li> <li>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</li> <li>Works independently within a group composition showing thought in selection of instruments and playing techniques,</li> <li>Is beginning to compose using conventional notation for rhythms and/or pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</li> <li>Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>Works independently within a group composition showing thought in selection of instruments and playing techniques,</li> <li>Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> </ul>



# MUSIC Progression

Key Concept	Year 1	Year 2	Year 3
<b>Aural Awareness and Theoretical Knowledge</b>	<ul style="list-style-type: none"> <li>Listen to and experiment with vocal and instrumental sounds.</li> <li>Copy back simple rhythmic patterns and melodies.</li> <li>Recognise duration as being long or short.</li> <li>Recognise pitch as high or low.</li> <li>Recognise different articulations e.g. smooth and detached.</li> <li>Feel if the tempo is fast or slow by responding to the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>Sing and recognise simple melodic shapes and patterns.</li> <li>Take a lead in activities that involve imitation or call and response.</li> <li>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how sounds are made on different instruments.</li> <li>Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>
Key Concept	Year 4	Year 5	Year 6
<b>Aural Awareness and Theoretical Knowledge</b>	<ul style="list-style-type: none"> <li>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify instrumental families aurally.</li> <li>Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues)</li> <li>Compare and discuss differences in performances of the same piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li> <li>Compare and discuss differences in performances of the same piece of music.</li> </ul>



# MUSIC Progression

Key Concept	Year 1	Year 2	Year 3
<b>Reflecting and Evaluating</b>	<ul style="list-style-type: none"> <li>• Comment on own performances and compositions.</li> <li>• Describe music and sounds in simple terms.</li> <li>• Talk about how the music makes them feel and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own and peers' work and make simple suggestions for improvement.</li> <li>• Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>

Key Concept	Year 4	Year 5	Year 6
<b>Reflecting and Evaluating</b>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>• Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Discuss music in subjective and objective terms using musical vocabulary.</li> <li>• Recognise how music reflects its purpose, place and time including other culture and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li> </ul>

# Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

# Equality of Provision and Inclusion

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

## **Differentiating Lessons by:**

- Using a range of differentiated resources. Providing differentiated tasks where appropriate. Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

## **Effective Lesson Planning and Management**

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

## **The Appropriate Deployment of Resources**

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring. Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

# Cultural Capital Opportunities

Year 1

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca <sup>1</sup>	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

## Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

## Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

# Cultural Capital Opportunities

Year 2

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero <sup>2</sup>	Ravel	20th Century

## Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles

## Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan



# Cultural Capital Opportunities

Year 3

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
Hallelujah from <i>Messiah</i>	Handel	Baroque
Night on a Bare Mountain <sup>3</sup>	Mussorgsky	Romantic
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century

## Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic

## Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar

# Cultural Capital Opportunities

Year 4

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
Symphony No. 5	Beethoven	Classical
O Eucharisti	Hildegard	Early
For the Beauty of the Earth	Rutter	20th Century

## Popular Music

Style	Title	Artist(s)
Jazz	Take the 'A' Train <sup>4</sup>	Billy Strayhorn/Duke Ellington Orchestra
90s Indie	Wonderwall	Oasis

## Musical Traditions

Country*	Tradition	Title	Artist/Composer
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band

# Cultural Capital Opportunities

Year 5

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
English Folk Song Suite <sup>5</sup>	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
This Little Babe from <i>Ceremony of Carols</i>	Britten	20th Century

## Popular Music

Style	Title	Artist(s)
90s Singer/Songwriter	Play Dead	Björk
80s Synth/Pop	Smalltown Boy	Bronski Beat

## Musical Traditions

Country*	Tradition	Title	Artist/Composer
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo

# Cultural Capital Opportunities

Year 6

Opportunities to listen to a range of recorded music.

## Western Classical Tradition and Film

Title	Composer	Period
1812 Overture	Tchaikovsky	Romantic
Connect It <sup>6</sup>	Anna Meredith	21st Century

## Popular Music

Style	Title	Artist(s)
90s RnB	Say My Name	Destiny's Child

## Musical Traditions

Country*	Tradition	Title	Artist/Composer
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin
Argentina	Tango	Libertango	Piazzolla