

Durley CE (Controlled) Primary School

Music Curriculum – Long Term Overview



MUSIC INTENT

At Durley CE Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)

Skills

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

IMPLEMENTATION

The music curriculum ensures children sing, play instruments, improvise/explore, compose, listen, appraise and perform.

This is all embedded in classroom curriculum activities as well as in times of worship, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons from the Music Express programme, so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. As well as through music express, the children in EYFS/Key Stage 1 learn how to play various un-tuned and tuned percussion instruments during Listen2Me weekly lessons from Hampshire music service. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Key Stage 2, children can specialise by having peripatetic music lessons in brass, woodwind, piano or recorder. They have many opportunities for performance at events within school and the community both individually and as part of our school band. The children are encouraged to work towards nationally recognised music examinations. Many of our performance opportunities and times for musical reflection for all children are through acts of worship and our celebrations of Christian festivals as a church school. The music curriculum at Durley aims to inspire creativity, self-expression and encourages our children to connect with others. We hope to foster a life-long love of music by exposing children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, they will become confident, reflective musicians with skills transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development and linking with our core Christian values: love, respect and forgiveness.

IMPACT

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

EYFS and KS1

Cycle 1	Autumn 1 -	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
EYFS/Y1/Y2	<p>Animals (Y1) Sing a song with contrasting high and low melodies</p> <p>Seasons (Y1) Identify changes in pitch and respond to them with movement Listen in detail to a piece of orchestral music (e.g. identify instruments)</p>	<p>Machines (Y1) Play percussion instruments at different speeds (tempi) Play and control changes in tempo</p> <p>Number (Y2)</p>	<p>Our Land (Y2) Explore timbre and texture to understand how sounds can be descriptive Match descriptive sounds to images</p> <p>Weather (Y1) Control vocal dynamics, duration and timbre Explore and control dynamics, duration, and timbre with instruments Improvise descriptive music Respond to music through movement Identify a sequence of sounds (structure) in a piece of music</p>	<p>Weather (Y2) Compose music to illustrate a story Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</p> <p>Seasons (Y2) Sing with expression, paying attention to the pitch shape of the melody Accompany a song with vocal, body percussion and instrumenta ostinato Identify rising and falling pitch</p>	Let's Go Green (EYFS)	Growth and Change (EYFS)

Cycle 2	Autumn 1 -	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
EYFS/Y1/Y2	<p>Travel (Y1)</p> <ul style="list-style-type: none"> Combining voices, movement and instruments to perform a chant and a song Keeping a steady beat on instruments Creating word rhythms Performing word rhythms with movement <p>Keeping a steady beat</p> <ul style="list-style-type: none"> Playing and combining simple word rhythms Responding to music in movement <p>Toys (Y2)</p>	<p>Story time (Y1) A tale from long ago (EYFS)</p>	<p>Do you see dinosaurs (EYFS) Our school (Y1)</p>	<p>Stories and sounds (EYFS) Musical focus – structure</p> <ul style="list-style-type: none"> Use sound effects, instruments and puppets to retell stories from songs. Use sound cards to build words. Make up nonsense words and silly sounds to accompany songs and chants. Listen to stories within songs and use costumes and instruments to create performances. Perform nonsense songs and accompanying actions. Play sound makers and instruments to accompany songs. Perform hand, arm and full body actions to accompany songs. Sing and act out cumulative stories within songs. 	Who shall I be today (EYFS)	<p>Water (Y2) Pattern (Y2)</p>

Key Stage 2

Cycle 1	Autumn 1 -	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
Years 3/4/5	<p>Solar System (Y5) Develop techniques of performing rap using texture and rhythm Play and improvise using the whole tone scale Hear and understand the features of the whole tone scale Listen to and learn about modern classical/avant garde music (20th century) Listen to a 19th century tone poem and describe its effects and use of the musical dimensions Listen to and analyse 19th century impressionist music using musical vocabulary</p>	<p>Myan Music</p>	<p>Poetry (Y4) Perform a poem as an ensemble with rhythmic accuracy to a steady beat Use beatbox techniques to imitate the sound of a drum kit Understand how rhythmic articulation affects musical phrasing</p> <p>China (Y3) Perform a pentatonic song with tuned and untuned accompaniment Listen to and learn about traditional Chinese music</p>	<p>Our Community (Y5) Prepare for a performance by considering narration, performance space, setting up and other logistics Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion Learn about jazz scat singing and devise scat sounds</p>	<p>Time (Y4) Sing a song with three simple independent parts Play and sing repeated patterns (ostinati) from staff notation Understand syncopation and clap improvised off-beat rhythms Match short rhythmic phrases with rhythm notation Identify the metre of a new song or piece Listen to and analyse 20th century ballet music</p>	<p>Celebration (Y5) Sing a song in unison and three-part harmony Sing with attention to accuracy in rhythm, pitch and dynamics Develop ensemble playing, focusing on steady beat and placing notes accurately together Control short, loud sounds on a variety of instruments Explore and analyse a song arrangement and its structure Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</p>

Cycle 2	Autumn 1 -	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
Years 3/4/5	<p>Communication (Y3) Copy and create a wide range of vocal sounds to incorporate into a song Create and perform from a symbol score Create and perform from a symbol score</p>	<p>Sound (Y3) (Y4) Use beatbox techniques to imitate the sound of a drum kit Learn to sing partner songs (Y4) Listen to and learn about 1940s dance band music (Y4) Listen to and learn about Hindustani classical music Learn how sounds are produced and how instruments are classified (Y3) Identify different instrument groups from a recording (Y4)</p>	<p>Building (Y4) Combine four body percussion ostinati as a song accompaniment Improvise melodies with a given set of five notes (a pentatonic scale) Describe the structure of a piece of orchestral music</p> <p>Around the World (Y4) Play a pentatonic song with leaps in pitch on tuned percussion Compose and notate pentatonic melodies on a graphic score Develop listening skills by analysing and comparing music from different traditions</p>	<p>Singing French (Y3) Read graphic notation to play a melody on tuned instruments Recognise pitch shapes</p>	<p>Ancient Worlds (Y4) Explore layers and layering using a graphic score Identify key features of minimalist music Compare and contrast the structure of two pieces of music</p>	<p>Life Cycle (Y5) Read a melody in staff notation Create musical effects using contrasting pitch Develop a structure for a vocal piece and create graphic scores Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores Compare and contrast two pieces of 19th century Romantic music</p>

Cycle 3	Autumn 1 -	Autumn 2 -	Spring 1	Spring 2 -	Summer 1	Summer 2
Years 3/4/5	Covid unit	<p>Human Body (Y3) Sing in two parts (two different melodies) with movements and percussion</p> <p>Keeping Healthy (Y5) Sing and play scales and chromatic melodies accurately</p>	<p>Food and drink (Y3)(Y4) Explore simple accompaniments using beat and rhythm patterns (Y3) Use a score and combine sounds to create different musical textures (Y3) Compose and play sequences of word rhythms (Y4)</p>	<p>In the Past (Y3)(Y4) Combine singing, playing and dancing in a performance (Y4) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Y4) Understand and use pitch notations (Y3) Read simple rhythm notation(Y3) Compose a fanfare (Y4) Listen to and learn about a medieval antiphon (Y3) Listen to, learn about, play and dance to Tudor dance music (Y3) Listen to and learn about Renaissance instruments (Y4)</p>	<p>Environment (Y3)(Y4) Sing in two-part harmony (Y3) Perform a poem as an ensemble with rhythmic accuracy to a steady beat Use beatbox techniques to imitate the sound of a drum kit (Y4) Accompany a song with a melodic ostinato on tuned percussion (Y3) Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment (Y3) Understand how rhythmic articulation affects musical phrasing (Y4)</p>	<p>At the Movies (Y5) Sing and play percussion in a group piece with changes in tempo and dynamics Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities Perform music together in synchronisation with a short movie Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities Learn about and explore techniques used in movie soundtracks Use the musical dimensions to create and perform music for a movie Evaluate and refine compositions with reference to the inter-related dimensions of music Create sounds for a movie, following a timesheet Demonstrate understanding of the effect of music in movies Identify changes in tempo and their effects Evaluate and refine compositions with reference to the inter-related dimensions of music</p>

Annual	Autumn 1	Autumn 2 -	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>World Unite</p> <p>Demonstrate understanding of pitch through singing from simple staff notation</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion</p> <p>Demonstrate coordination and rhythm skills by participating in a complex circle game</p> <p>Devise, combine and structure rhythms through dance</p>	<p>Journeys</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes</p> <p>Learn to sing major and minor note patterns accurately</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</p>	<p>Growth</p> <p>Play a chordal accompaniment to a piece</p> <p>Follow and interpret a complex graphic score for four instruments</p> <p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p> <p>Follow and interpret a complex graphic score for four instruments</p> <p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p>	<p>Roots</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</p> <p>Improvise descriptive music on instruments and other soundmakers</p>	<p>Class Awards</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation</p> <p>Compose programme music from a visual stimulus</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</p>	<p>Moving On</p> <p>Perform complex song rhythms confidently</p> <p>Change vocal tone to reflect mood and style</p> <p>Play tuned instrumental parts confidently from graphic scores with note names</p> <p>Experience and understand the effect of changing harmony</p> <p>Listen to and understand modulation in a musical bridge</p>