

## Music Curriculum Overview

National Curriculum Guidance

### **Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **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.

HMS Guidelines: The 7 Musical Elements

Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure

Year R

| <b>Half Term</b> | <b>Unit Title &amp; description</b>                          | <b>Musical Element</b>     |
|------------------|--|----------------------------|
| Autumn 1         | <b>Our Senses (Music Express)</b>                            | Timbre                     |
| Autumn 2         | <b>Going Places (Music Express) &amp; Christmas Nativity</b> | Pitch<br>Tempo<br>Dynamics |
| Spring 1         | <b>Dragon Dance (HMS)</b>                                    | Duration<br>Tempo          |
| Spring 2         | <b>Rainbow Fish (HMS)</b>                                    | Timbre                     |
| Summer 1         | <b>Stories and Sounds (Music Express)</b>                    | Structure<br>Timbre        |
| Summer 2         | <b>Working World (Music Express)</b>                         | Texture                    |

# Year 1

| Half Term | Unit Title & description   | Musical Element       |
|-----------|--|-----------------------|
| Autumn 1  | <b>Ourselves (Music Express)</b><br><b>Animals (Music Express)</b> | Pitch<br>Texture      |
| Autumn 2  | <b>Ceilidh with Katie (HMS)</b>                                    | Duration<br>Structure |
| Spring 1  | <b>Great Fire of London (HMS)</b>                                  | Dynamics              |
| Spring 2  | <b>Seasons (Music Express) link to Performance – Singing</b>       | Pitch                 |
| Summer 1  | <b>Number (Music Express) and Boomwhackers</b>                     | Duration<br>Tempo     |
| Summer 2  | <b>Sound Explorers (HMS) and Travel (Music Express)</b>            | Timbre<br>Structure   |

Year 2

| <b>Half Term</b> | <b>Unit Title &amp; description</b>                               | <b>Musical Element</b>         |
|------------------|---|--------------------------------|
| Autumn 1         | <b>Seasons (Music Express) &amp; Singing – Harvest Assembly</b>   | Pitch<br>Dynamics              |
| Autumn 2         | <b>Toys (Music Express) &amp; Our Bodies (Music Express)</b>      | Tempo<br>Texture               |
| Spring 1         | <b>Travel (Music Express) &amp; Storytime (Music Express)</b>     | Tempo<br>Dynamics<br>Structure |
| Spring 2         | <b>Animals (Music Express) &amp; African Drums (HMS workshop)</b> | Duration<br>Pitch              |
| Summer 1         | <b>Grace Darling (HMS) – link to Florence Nightingale</b>         | Timbre<br>Structure            |
| Summer 2         | <b>Ocarinas (Y2 planning)</b>                                     | Pitch                          |

Year 3

| <b>Half Term</b> | <b>Unit Title &amp; description</b>                                     | <b>Musical Element</b>        |
|------------------|---|-------------------------------|
| Autumn 1         | <b>In the Past (Music Express) &amp; Ancient Worlds (Music Express)</b> | Pitch<br>Texture<br>Structure |
| Autumn 2         | <b>Christmas Production – Singing and Performance</b>                   | Pitch<br>Dynamics             |
| Spring 1         | <b>Carnival of the Animals (Y3 planning)</b>                            | Timbre                        |
| Spring 2         | <b>Introduction to Recorders (Y3 planning)</b>                          | Pitch<br>Duration<br>Tempo    |
| Summer 1         | <b>Advanced Recorders (Y3 planning)</b>                                 | Pitch<br>Duration<br>Tempo    |
| Summer 2         | <b>Human Body (Music Express) &amp; Food and Drink (Music Express)</b>  | Structure                     |

Year 4

| <b>Half Term</b> | <b>Unit Title &amp; description</b>                               | <b>Musical Element</b>        |
|------------------|---|-------------------------------|
| Autumn 1         | <b>Anglo Saxons (HMS)</b>   | Duration<br>Dynamics<br>Tempo |
| Autumn 2         | <b>Handbells (Y4 planning)</b>                                    | Pitch<br>Texture<br>Tempo     |
| Spring 1         | <b>Angels (HMS)</b>   | Duration<br>Texture           |
| Spring 2         | <b>Sounds (Music Express) &amp; Communication (Music Express)</b> | Structure<br>Timbre           |
| Summer 1         | <b>Lucy in the Sky with Diamonds (HMS)</b>                        | Duration<br>Pitch             |
| Summer 2         | <b>Portsmouth – using a hornpipe (HMS)</b>                        | Duration<br>Texture           |

Year 5

| <b>Half Term</b> | <b>Unit Title &amp; description</b>                | <b>Musical Element</b> | <b>Resources</b>   |
|------------------|--|------------------------|--|
| Autumn 1         | <b>Eleanor Rigby (HMS)</b>                         | Duration<br>Texture    | Eleanor Rigby (Beatles – Revolver or Beatles No 1) – On system?          |
| Autumn 2         | <b>Solar System (Music Express)</b>                | Structure<br>Dynamics  | Music Express book and CD ROM  |
| Spring 1         | <b>Ruffles and Flourishes (HMS)</b>                | Pitch<br>Timbre        | Fantasia on British Sea Songs (Henry Wood – last night of the proms)     |
| Spring 2         | <b>Samba Drumming (HMS – workshop)</b>             | Duration<br>Tempo      | YouTube clips of Samba drumming  |
| Summer 1         | <b>At the Movies - composition (Music Express)</b> | Timbre<br>Structure    | Music Express book and CD ROM  |
| Summer 2         | <b>Summertime (HMS)</b>                            | Texture                | Summertime backing tracks – saved on Teachers Pool (HMS planning folder) |



Year 6

| Half Term | Unit Title & description  | Musical Element       | Resources  |
|-----------|---|-----------------------|--|
| Autumn 1  | <b>Theseus and the Minotaur – using leitmotifs (HMS)</b>                      | Duration<br>Structure | Baby Elephant Walk<br>Peter and the Wolf   |
| Autumn 2  | <b>A Minor Blues (HMS)</b>  | Texture<br>Structure  | I Wanna Sing Scat (Banana Splits)<br>Rock n Roll a Round (Singing for Pleasure)<br>Blue Suede Shoes/Hound Dog – Elvis Presley<br>In the Mood – Glen Miller<br>Rock Around the Clock – Bill Haley |
| Spring 1  | <b>Musical Growth (Music Express) – link to France topic – Ravel ‘Bolero’</b> | Texture<br>Dynamics   | Music Express book and CD ROM  |
| Spring 2  | <b>Funky Fives (HMS)</b>  | Duration<br>Timbre    | Mission Impossible Theme<br>Dance of the Little Fairies (Herbie Flowers Sky2 CD)<br>Take Five (Dave Brubeck)   |
| Summer 1  | <b>Journeys (Music Express)</b>   | Pitch<br>Texture      | Music Express book and CD ROM  |
| Summer 2  | <b>Y6 Leavers’ Production</b>   | Pitch<br>Dynamics     | Order production – previously ordered from:<br><a href="http://www.edgyproductions.com/index.php">http://www.edgyproductions.com/index.php</a>   |

Music Overview

Musical Elements: Pitch, Duration, Dynamics, Tempo, Texture, Timbre, Structure