

Our curriculum guide: Music

Date: September 2023 and reviewed on an on-going basis

Our curriculum intent: overall

This Curriculum Guide relates to Music, a foundation subject in The National Curriculum (Department for Education, 2014). It sits alongside similar documents for Early Years, Reading, Writing, Maths, Topics and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. *(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)*

The knowledge and skills we are required to teach are set out in the National Curriculum. We set these out in a year-group based sequence of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.



Key elements

The following are some of the key elements of our Music curriculum.

Four key areas of musicianship

There are four key areas of musicianship that children develop through their Music lessons:

- singing
- composing
- performing
- listening

These four areas are developed through different units of learning. One area may 'drive' the learning in a particular unit with other areas supporting and deepening understanding. For example, children in KS2 learn to play the recorder. The driving area of musicianship for this unit of learning is **performing**. However, they also **listen** to pieces of music played on a recorder. Before performing, children **sing** the notes and melodies that they play. Later in the unit, they create their own **compositions** which they perform on the recorder.

Instruments

Pupils learn to play tuned and untuned instruments. In particular, children learn to play the recorder and chime block or glockenspiel. They have the opportunity to play a range of untuned instruments. When composing, children use DAW (digital audio workstation) software to create music, too.

Dimensions of music

These inter-related dimensions of music (sometimes called elements) are the different things that you can hear when you listen to music. They are what differentiates one piece of music from another and they can make the listener feel different emotions. Children learn about these musical elements in their lessons. Particular units of learning may focus on particular elements more than others. For example, a Y1,2 unit of learning about body percussion has a strong focus on timbre.

dimension	definition
duration	the length of time each note is played for
dynamics	how loud or soft (quiet) a part is played
pitch	how high or low a note is
pulse	a steady beat like a ticking clock or your heartbeat; it can be measured in time by counting the number of beats per minute (BPM)

rhythm	the pattern of long and short sounds in a piece of music
structure	the order of the different parts of the piece of music or song (eg traditional pop music usually follows a verse, chorus, verse structure)
tempo	the speed of the music
texture	how different sounds are layered
timbre	the type of sound that an instrument makes (eg voice: whisper, hum, sing; eg instrument: tinkly, hard, soft, buzzy)

In addition, children learn about appropriate musical notation.

Resources

We use two key resources as the basis of our Music curriculum: [Charanga](#) and [BBC Ten Pieces](#). We chose these resources for various reasons:

- they are trusted: they are written by experts in their field
- the learning provided is appropriate for our children
- the knowledge and skills taught is progressive: previous learning is revisited and built on or applied in a different way
- they facilitate an appropriate balance of the four key areas of musicianship

Spiritual, moral, social and cultural development (SMSC)

The National Curriculum states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' (2.1, p5). Music provides opportunities to promote SMSC:

- spiritual: developing a sense of awe and wonder about how instruments combine to create music
- moral: exploring how musicians might use music to highlight issues and advocate for change
- social: the value of music in bringing people together
- cultural: exploring music from a range of cultural backgrounds

Long-term plan: Music units Moortown

half-term	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Composition BBC Ten Pieces Kerry Andrews					
Autumn 2		Chime blocks dot and stick notation	Glockenspiels Charanga (Stage 1)	Recorders Charanga: Jane Sebba recorder course	DAW Charanga: YuStudio Hip Hop project	Recorders Charanga: Heather Ward
Spring 1	Composition BBC Ten Pieces Gustav Holst	Singing Charanga Round and Round	Composition BBC Ten Pieces Mussorgsky	Composition BBC Ten Pieces Beethoven	Composition BBC Ten Pieces Britten	Composition BBC Ten Pieces Tchaikovsky
Spring 2	Singing Charanga I wanna play in a band	Chime blocks dot and stick notation		Recorders Charanga: Jane Sebba recorder course	DAW Charanga: YuStudio Spooky Story project	Recorders Charanga: Heather Ward
Summer 1	Composition BBC Ten Pieces Jean Sibelius	Composition BBC Ten Pieces Vaughan Williams	Glockenspiels Charanga (Stage 2)			
Summer 2			Singing Charanga Three Little Birds	Composition BBC Ten Pieces Anna Clyne	Singing Charanga Dancing in the Street	Composition BBC Ten Pieces Anna Meredith

Long-term plan: Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.


Children listen to pieces from a range of cultures and traditions. They gain knowledge of Western Classical Music, Popular Music (defined broadly to include a range of genres) and Traditional Music from around the world.



half-term	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	<i>No Place Like</i> Kerry Andrews 21st Century video	<i>Bolero</i> Ravel 20th Century video	<i>Hallelujah from</i> <i>Messiah</i> Handel Baroque live performance	<i>Take the A Train</i> Duke Ellington Orchestra Jazz music video	<i>Everybody Wants</i> <i>to Rule the World</i> Tears for Fears Pop music video	<i>Say My Name</i> Destiny's Child Pop: 90s RnB music video
Autumn 2	<i>Running Up That</i> <i>Hill</i> Kate Bush Pop: art pop music video	<i>Hound Dog</i> Elvis Presley Pop: rock n roll live performance	<i>I Got You (I Feel</i> <i>Good)</i> James Brown Pop: funk live performance	<i>Wonderwall</i> Oasis Pop: 90s indie live performance	<i>Le Freak</i> Chic Pop: disco music video	<i>Sprinting Gazelle</i> Reem Kelani Folk (Middle East) live performance
Spring 1	<i>Mars from The</i> <i>Planets</i> Holst 20th Century video	<i>Hard Day's Night</i> The Beatles Pop live performance	<i>Night on a Bare</i> <i>Mountain</i> Mussorgsky Romantic video Ten Pieces	<i>Symphony No. 5</i> Beethoven Classical video Ten Pieces	<i>Storm Interlude</i> <i>from Peter</i> <i>Grimes</i> Britten 20th Century video Ten Pieces +This Little Babe	<i>Waltz of the</i> <i>Flowers from the</i> <i>Nutcracker</i> Tchaikovsky Romantic video Ten Pieces
Spring 2	<i>Mas Que Nada</i> Sergio Mendes Samba (Brazil) audio video	<i>Rondo alla Turca</i> Mozart Classical live performance by Lang Lang	<i>Gamelan</i> percussion (Indonesia) live performance	<i>Four Seasons</i> Vivaldi Baroque live performance	<i>Greensleeves</i> Vaughan Williams 20th Century audio video	<i>Inkanyezi Nezazi</i> Ladysmith Black Mambazo Choral (South Africa) audio video
Summer 1	<i>Finlandia</i> Jean Sibelius Romantic live performance	<i>The Lark</i> <i>Ascending</i> Vaughan Williams 20th Century audio video	<i>Jai Ho from</i> <i>Slumdog</i> <i>Millionaire</i> A R Rahman 21st Century live performance	<i>Ebony Steel Band</i> Calypso (Trinidad) live performance	<i>Jalikunda Djembe</i> Drums (Senegal) live performance	<i>Libertango,</i> <i>Piazzolla</i> Tango (Argentina) live orchestra performance with dancers
Summer 2			<i>Space Oddity</i> David Bowie Pop: glam rock music video	<i>Night Ferry</i> Anna Clyne 21st Century video Ten Pieces video about the creation of the piece	<i>The Magic Flute</i> <i>Queen of the</i> <i>Night aria</i> Mozart Classical, Opera Royal Opera House live performance	<i>Connect It</i> Anna Meredith 21st Century video Ten Pieces

Age-related expectations:

The following age-related expectations derive from the National Curriculum for Music.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<p>Knowledge and other learning</p> <ul style="list-style-type: none"> • I know at least two different musical elements (eg pitch, tempo), and can comment on their effect. • I know at least six musical instruments, and can comment on their sound. • I listen to music with concentration and comment on it. 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> • I know at least four different musical elements (eg pitch, tempo, duration, dynamics), and can comment on their effect. • I know an orchestra is typically split into four sections: brass, woodwind, string, percussion. • I can comment on music from different cultures. • I know and can comment on the work of at least two great composers and musicians. • I understand stave and other musical notations. 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> • I know different musical elements (eg pitch, tempo, duration, dynamics, timbre, texture, structure), identifying them and commenting on their effect. • I know an orchestra is typically split into four sections (brass, woodwind, string, percussion) and can use this knowledge to classify an instrument. • I have an awareness of the history of music and music from different cultures and traditions. • I know and can comment on the work of at least three great composers and musicians.
<p>Skills</p> <ul style="list-style-type: none"> • I can follow the pulse of a piece of music by clapping or tapping along with it. • I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. • I can play tuned and untuned instruments musically. • I can experiment with, create, select and combine sounds with some awareness of musical elements. 	<p>Skills</p> <ul style="list-style-type: none"> • I can listen to and repeat (by singing and playing an instrument) a sound with some accuracy. • I can play and perform using my voice and musical instruments with increasing accuracy and control. • I can improvise and compose music using some different musical elements (eg pitch, rhythm, dynamics). 	<p>Skills</p> <ul style="list-style-type: none"> • I can listen to and repeat (by singing and playing an instrument) a sound with increasing accuracy, demonstrating aural memory. • I can play and perform in solo and ensemble contexts, using my voice and musical instruments with increasing accuracy, fluency, control and expression. • I can improvise and compose music using a wider range of different musical elements (eg pitch, rhythm, dynamics, timbre, texture, form). • I can use and understand stave and other musical notations.