

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

Music Curriculum Overview 2021-22 (Covid catch up)

Music Intent:

Music is a universal language that embodies one of the highest forms of creativity. At Northwick Manor Primary School our intention is **ambitious**. Our Music curriculum is designed to be accessible to all so that every child knows more, remembers more and connects learning building on their previous learning. Children gain a firm understanding of what music is through listening, singing, performing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want the children to be **ambitious** in their achievements and to **aspire** to be musicians of the future.

We strongly believe a connected learning approach helps children to gain substantive knowledge – the building blocks of what you need to know, and disciplinary knowledge – the way in which you get better at the application of that knowledge. Through stimulating and motivating teaching and learning **opportunities**, the children acquire this knowledge which enables them to progress and develop. The seven inter-related dimensions of music (**pitch, duration, dynamics, tempo, texture, timbre and structure**) or “musical elements” are explicit in planning and teaching and are important threads making meaningful connections particularly, historical, scientific, and cultural which help drive our curriculum throughout the school.

The aim of our curriculum is for children to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. We want them to think and act like composers, musicians, lyricists and performers and have an appreciation of the role of music in their community, as well as communities around the world, that enrich lives and bring experiences and emotions to all. Most importantly we want children to be exposed to the possibilities to think beyond what they already know and encourage self-expression and creativity which will build confidence as well as a sense of individual identity; in essence we want to give them **power** to think and create like a musician.

MUSIC National Curriculum links:

Aims:

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:

- 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

Key Learning: What will pupils get better at?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTU MN 1	<i>Vocal Nursery Rhymes & Harvest songs Finding their singing voice. Singing simple</i>	<i>Rhythm & Beat Developing an understanding of rhythm and beat</i>	<i>Listening & appraising Child prodigies Mozart – introduce the</i>	<i>Listening & appraising Develop and understand of the 6 musical eras.</i>	<i>First Access Music Education (FAME) Learn to play a tuned instrument – whole class ensemble</i>	<i>Bi-weekly lessons History of Music Scott Joplin – Ragtime Ariana Grande</i>	<i>African Music & British Cultural songs Music from other cultures</i>

<p>songs and action rhymes at the same pitch. Body percussion.</p> <p>Superheroes Introduction to instruments (cymbals)</p>		<p>life and work of a famous composer.</p>		<p>delivered by Severn Arts Music Hub Fife/flute/ Ukulele ½ year.</p> <p>History of Music Scott Joplin – Ragtime Stevie Wonder Ariana Grande</p>		<p>Exploring a variety of different styles of African Music. Identifying the different musical elements and instruments used.</p> <p>Exploring British cultural songs from the 4 nations. Identifying similarities and differences between British and African cultural songs.</p> <p>Vocal WW2 songs Singing a broad range of songs, including those that involve syncopated rhythms.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat.</p>	<ul style="list-style-type: none"> To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat. To know that Mozart and Alma Deutscher are child prodigies. 	<ul style="list-style-type: none"> To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat. To know that Mozart and Alma Deutscher are child prodigies. 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver (½ beat) and semiquaver (¼ beat) To know that Scott Joplin was the King of Ragtime music and wrote the Maple Leaf Rag. 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver (½ beat) and semiquaver (¼ beat) To be able to apply the Italian term loudest 'forte' softest 'piano' 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know that an anthem represents the ideals of a group of people and should make the person feel proud and united. To know that djembe, cahon, mbira and shekere are African instruments. To know that each countries music has evolved and that they would have used locally gather resources to produce the instruments which affects the sound quality.
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Connecting Learning

		<p>EYFS: Nursery rhymes, Transport, Dinosaurs</p>	<p>Yr 1: Rhythm & Beat. Yr 1: Superheroes</p>	<p>Yr 1 Rhythm & Beat/Superheroes Yr 2 History of Music:</p>	<p>Yr 1 Rhythm & Beat Yr 2 History of Music: Yr 3 History of Music Yr 3 Ballads, Yr 3 The Proms</p>	<p>Yr 1 Rhythm & Beat Yr 2 History of Music: Yr 3 History of Music Yr 3 Ballads, Yr 3 The Proms Yr 4: History of Music</p>	<p>Yr 2 Music from other cultures. Yr 4: Music from other cultures</p>
<p>AUTU MN 2</p>	<p>Bonfire Night Explore instruments to represent different sounds</p>	<p>Rhythm & Beat Developing an understanding of rhythm and beat</p>	<p>History of Music: Compare & contrast the lives of Child Prodigies</p>	<p>History of Music: Compare & contrast the lives of Child Prodigies</p>	<p>FAME Fife/flute or Ukulele History of Music Scott Joplin – Ragtime Stevie Wonder</p>	<p>Bi-weekly lessons History of Music Scott Joplin – Ragtime Ariana Grande</p>	<p>Foley Artists Exploring the role of the Foley artist within the Music Industry.</p>

<p>Nursery Rhymes Singing simple songs and action rhymes at the same pitch.</p> <p>Christmas Songs and performance Performing a range of songs in a school performance.</p>		<p>Mozart - Classical Alma Deutscher - modern</p>	<p>Mozart - Classical Alma Deutscher - modern</p>	<p>Ariana Grande</p>			<p>Composition – create their own Foley composition.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?


	<ul style="list-style-type: none"> To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat. 	<ul style="list-style-type: none"> To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat. To know that Mozart and Alma Deutscher are child prodigies. 	<ul style="list-style-type: none"> To know that a person who writes music is called a composer. To know that the rhythm makes a pattern of sound over a beat. To know that Mozart and Alma Deutscher are child prodigies. 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver (½ beat) and semiquaver (¼ beat) To know that Scott Joplin was the King of Ragtime music and wrote the Maple Leaf Rag. 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver (½ beat) and semiquaver (¼ beat) To be able to apply the Italian term loudest 'forte' softest 'piano' 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century. To know that there are a range of careers in Music e.g. composer, musician, singer, DJ, Foley artist, Music therapist. To know that a Foley artist is someone who creates sound effects for films, television shows, commercials and video games 	
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Connecting Learning

	<p>EYFS: Nursery rhymes, Transport, Dinosaurs</p>	<p>Yr 1: Rhythm & Beat. Superheroes</p>	<p>Yr 1 Rhythm & Beat/Superheroes Yr 2 History of Music:</p>	<p>Yr 1 Rhythm & Beat Yr 2 History of Music: Yr 3 History of Music Yr 3 Ballads, Yr 3 The Proms</p>	<p>Yr 1 Rhythm & Beat Yr 2 History of Music: Yr 3 History of Music Yr 3 Ballads, Yr 3 The Proms Yr 4: History of Music</p>		<p>Y1: Great Fire of London Y2: Composition through story. Yr:4 Blackbird</p>
<p>SPRING 1</p>	<p>Transport Learning transport songs. Using instruments to keep in time with the beat.</p>	<p>Superheroes How can music be used to represent superheroes? Understanding the interrelated elements of pitch and tempo.</p>	<p>Orchestra Introducing the instruments of the orchestra. Recognising the strong beat and beating in time with the music.</p>	<p>Ballads What is a ballad? Identify the features of a ballad. Composing lyrics for a ballad. Develop understanding of pulse, rhythm, tempo, dynamics, pitch and timbre. History of Music: David Bowie</p>	<p>FAME Fife/flute or Ukulele</p> <p>RAP Exploring the genre of RAP Writing lyrics to fit over a rhythm pattern and composing a simple rap over a steady pulse. Recognising 2/4 and 3/4 time signatures</p>	<p>Bi-weekly lessons Composition Exploring musical Structure – examples of ABA ternary structure. Creating their own 8 - 16 bar compositions linked to a common theme.</p>	<p>Composition Exploring musical Structure – examples of ABA ternary structure. Creating their own 8 - 16 bar compositions linked to a common theme.</p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	
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		<ul style="list-style-type: none"> To know that John Williams wrote the music for Superman and lots of other famous movies. To know that we use the term 'pitch' to describe how high or low a sound is. To know that we use the term 'tempo' to describe how fast or slow a piece of music is and to spot when it changes in a piece of music. 	<ul style="list-style-type: none"> To know that a musician is someone who plays a musical instrument. To know that there are 4 sections in the orchestra: brass, percussion, strings and woodwind. To know the names of 5 orchestral instruments. orchestra e.g. trumpet, drum, violin and clarinet. 	<p>To know that a person who writes music is called a composer.</p> <p>To know that the interrelated dimensions of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics.</p> <ul style="list-style-type: none"> To know that a ballad tells a story and that it has a verse and chorus. To know that David Bowie is a modern composer who wrote ballads. To know how to sing with an awareness of pitch and emotion. 	<ul style="list-style-type: none"> To know that the interrelated dimensions of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver ($\frac{1}{2}$ beat) and semiquaver ($\frac{1}{4}$ beat) To know that Stormzy is a British Rap artist. Rap music originated in New York City in the early 1970s. In rap the words are not sung but are spoken or chanted in a rapid, rhythmic way over a backing beat or musical accompaniment. 	<p>To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics.</p> <ul style="list-style-type: none"> To know that there are different time signatures and these are 2/4 (march time), 3/4 (waltz time) and 4/4 (common time). To know that music is notated on a staff with a time signature showing how many beats are in each bar. To know how to 	<ul style="list-style-type: none"> To know that there are 6 genres of music (Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century). To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know that there are different time signatures and these are 2/4 (march time), 3/4 (waltz time) and 4/4 (common time). To know that music is notated on a staff with a time signature showing how many beats are in each bar.
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Connecting Learning

		<i>EYFS: Bonfire nights, Dinosaurs Superheroes</i> <i>Yr 1: Rhythm & Beat, Pitch & Play</i>	<i>Yr 1: Pitch & Play</i> <i>Yr 2: Listening & appraising</i>	<i>Yr 1: Pitch & Play</i> <i>Yr2: The Three Ts</i>	<i>Year 2 The Three T's</i> <i>Yr 3 History of Music</i> <i>Yr 3 Ballads,</i> <i>Year 3: The Proms</i> <i>Year 4 History of Music</i>	<i>Y1: Great Fire of London</i> <i>Y2: Composition through story.</i> <i>Yr:4 Blackbird</i>	<i>Y1: Great Fire of London</i> <i>Y2: Composition through story.</i> <i>Yr:4 Blackbird</i> <i>Y5: Composition</i>
SPRING 2	<p>Spring / Easter Spring Chick songs Eggs shakers</p> <p>Mothers Day poem recital with music</p>	<p>Superheroes How can music be used to represent superheroes? Understanding the interrelated elements of pitch and tempo.</p>	<p>Composition Storytelling through music Developing an understanding of the musical elements of timbre, pitch, tempo and dynamics.</p>	<p>'The Proms' Exploring the History of the Proms Henry Wood, Elgar and the genre of Sea Shanties.</p> <p>Understanding Structure, timbre, tempo, dynamic, rhythm, beat.</p>	<p>FAME Clarinet or Ukulele $\frac{1}{2}$ year</p> <p>RAP Composing a simple rap over a steady pulse.</p>	<p>Bi-weekly lessons Composition Exploring musical Structure – examples of ABA ternary structure.</p> <p>Creating their own 8 - 16 bar compositions linked to a common theme.</p>	<p>Vocal Learning repertoire for Year 6 show.</p> <p>To maintain rhythm, phrasing, dynamics, accurate pitching and appropriate style when singing a broad range of songs (including syncopated rhythms) as part of a choir, with a sense of ensemble and performance.</p>



Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<ul style="list-style-type: none"> To know that we use the term 'pitch' to describe how high or low a sound is. To know that we use the term 'tempo' to describe how fast or slow a piece of music is and to spot when it changes in a piece of music. 	<ul style="list-style-type: none"> To know that types of sounds can be made and changed (timbres) and to spot when it changes in a piece of music. To know that different instruments can be used to represent characters in a story or animals and spot when they change in a piece of music 	<ul style="list-style-type: none"> To know that a sea shanty is a traditional folk song (work song) sung on ships by fishermen, sailors or whalers. To know that Edward Elgar is a local composer 	<ul style="list-style-type: none"> To know that the interrelated dimensions of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics. To know the duration of the notes: crotchet (1 beat), quaver ($\frac{1}{2}$ beat) and semiquaver ($\frac{1}{4}$ beat) To know how to create a rap and steady pulse. 	<p>To know that there are 6 genres of music (Medieval, Baroque, Classical, Romantic and 20th Century).</p> <p>To know that the 7 elements of music are: Timbre, Pitch, Texture, Tempo, Duration, Structure and Dynamics.</p> <ul style="list-style-type: none"> To know that there are different time signatures and these are 2/4 (march time), 3/4 (waltz time) and 4/4 (common time). 	<p>To know that a good vocal performance is achieved by focusing on pitch, rhythm, using correct posture and breathing technique, good diction and confidence.</p>
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			<ul style="list-style-type: none"> e.g. Peter and the Wolf. To describe how the style of a piece of music helps to portray each animal or character. E.g. Carnival of the Animals or Flight of the Bumble Bee. 			<ul style="list-style-type: none"> To know that music is notated on a staff with a time signature showing how many beats are in each bar 	
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Connecting Learning

		EYFS: Bonfire nights, Dinosaurs Superheroes Yr 1: Rhythm & Beat, Pitch & Play	Yr 1: Superheroes Yr 1: Great Fire of London	Yr 2: Orchestra Yr 3: Listening & appraising Yr 3: History of Music	Yr 2 The Three T's Yr 3 History of Music Yr 3 Ballads, Yr 3: The Proms Yr 4 History of Music	Y1: Great Fire of London Y2: Composition through story. Yr:4 Blackbird	Yr 3: Ballads, Yr4: Blackbird Yr:6 Vocal WW2 songs
SUMMER 1	<p>Fairy tales Singing Disney songs from Fairy Tales e.g. Let it Go</p> <p>Dinosaurs Using appropriate instruments to match moving dinosaurs</p>	<p>Pitch and Play Introducing the musical alphabet and graphic score.</p> <p>Understanding the technique to play pitched percussion and perform as an ensemble.</p>	<p>The Three T's Tempo, Texture, Timbre</p> <p>Developing understanding of the musical elements Tempo, Texture & Timbre.</p> <p>Understanding sound quality from different instruments.</p>	<p>Recorder Understanding the different parts of the recorder.</p> <p>Learning to play the recorder using the correct tonguing technique.</p> <p>Reading, writing and playing from simple staff notation.</p>	<p>FAME Clarinet or Ukulele ½ year</p> <p>Blackbird- The Beatles. Building knowledge & understanding about the interrelated dimensions of music.</p> <p>Listening and appraising songs by The Beatles Discovering the inspiration for the song.</p> <p>Exploring the structure and time signatures of the piece (3/4 and 4/4 time)</p>	<p>Bi-weekly lessons Turntablism Unit 1 To explore the impact of technology in how music is made and experienced.</p> <p>Learning the scratch DJ-ing techniques to play a contemporary instrument.</p> <p>Reading and writing graphic notation Learning and performing composed scratch pieces using the two scratch techniques.</p>	<p>Garage band To explore the impact of technology in how music is made and experienced.</p> <p>Using electronic technology to create a composition.</p>



Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<ul style="list-style-type: none"> To know that we use the term 'pitch' to describe how high or low a sound is and to spot when it changes in a piece of music. To know that there are 8 notes in the musical alphabet from A to G. To know that the notes in the musical alphabet can be written or represented by colours, names or symbols. 	<ul style="list-style-type: none"> To know that Tempo, texture and timbre are elements of music. To know that types of sounds can be made and changed (timbres) and to spot when it changes in a piece of music. To know that we use the term 'tempo' to describe how fast or slow a piece of music is and to spot when it changes in a piece of music. 	<ul style="list-style-type: none"> To know that the recorder is a woodwind instrument. To know how to hold and play the recorder using the tonguing technique. To know how to read and write staff notation for notes B, A and G 	<ul style="list-style-type: none"> To know that the Beatles were a famous English Rock band in the 1960s. To know that composers get their inspiration from many different places. To know how to pitch accurately and sing with musical expression reflecting the mood and character of the song and it's context. 	<ul style="list-style-type: none"> To know that a turntable can be used by a DJ to create To know the names of the different parts of the turntable (stylus = needle, tone arm, platter, cross fader) and how to set up the turntable. To know that Baby and Release are different types of scratches and how to perform them from a notated score. To know how to use turntables to sample, sequence and manipulate sounds to create compositions. 	<ul style="list-style-type: none"> To know that electronic technology computer programs or apps can be used to create compositions from their own home and shared with others. To know how to use Garage Band software to sample, sequence and manipulate sounds to create compositions.
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Connecting Learning

		Yr1: Rhythm & Beat Yr1: Superheroes	Yr1: Rhythm & Beat Yr1: Superheroes	Yr 1: Pitch & Play Yr 2: Orchestra Y2: The Three Ts	Yr 3 Ballads, Yr 4: Rap Yr 4 History of Music	Y3: Recorders Yr4: FAME Rap & Blackbird	Yr 5: Turntablism Yr 6: Foley Artists
SUMMER 2	<p>Granny went to Market Exploring musical</p>	<p>The Great Fire of London</p>	<p>Music from other cultures Developing an</p>	<p>Recorder Learning to play additional notes and</p>	<p>FAME Clarinet or Ukulele</p>	<p>Bi-weekly lessons Turntablism Unit 1 Composing and performing scratch</p>	<p>Turntablism Unit 2 Developing their Scratch DJ skills.</p>

	<i>instruments from around the world.</i>	<i>Understanding time signatures and duration.</i> <i>Create a Soundscape for the Great Fire of London.</i> <i>Reading and playing London's Burning from a graphic score.</i>	<i>understanding of music from other cultures.</i> <i>Learning to sing and play songs from other cultures.</i>	<i>notation on the staff.</i> <i>Understanding time signatures, note placement and duration.</i> <i>Performing as an ensemble</i>	Music from other cultures Bollywood <i>Exploring a variety of different styles of Indian Music.</i> <i>Identifying the different musical elements and instruments used.</i>	<i>pieces as solo and duets over a backing beat..</i> <i>Reading writing scratch notation.</i> <i>Composing a scratch duet of 8 bars using graphic notation to perform over a backing beat.</i>	<i>Setting more visual markers.</i> <i>Performing and combining three scratch techniques.</i> <i>Learning a new scratch technique – Tear scratch.</i> <i>Reading and writing graphic notation for all</i> Vocals – Year 6 show
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<ul style="list-style-type: none"> • To know that the notes in the musical alphabet can be written or represented by colours, names or symbols. • To know how to play from a graphic score 	<ul style="list-style-type: none"> • To know that music can have a specific style according to the country. • To know that traditional music can be played in any country (e.g Spanish music is not only played in Spain). • To know that a didgeridoo is an Australian instrument made from a tree trunk. 	<ul style="list-style-type: none"> • To know how to play the recorder using the tonguing technique. • To know how to read and write staff notation including treble clef, time signature and the notes B, A, G, E and D 	<ul style="list-style-type: none"> • To know that Bollywood films are made in Mumbai (India) they are very colourful and full of singing and dancing. • To know that sitar, veena, tabla and dhol drums are Indian instruments. • To know some features of traditional Indian music. 	<ul style="list-style-type: none"> • To know that a turntable can be used by a DJ to create • To know the names of the different parts of the turntable (stylus = needle, tone arm, platter, cross fader) and how to set up the turntable. • To know that Baby and Release are different types of scratches and how to perform them on a notated score. • To know how to use turntables to sample, sequence and manipulate sounds to create compositions. 	<ul style="list-style-type: none"> • To know that Baby, Release and Tear are different types of scratches and how to perform them on a notated score. • To know that a good vocal performance is achieved by focusing on pitch, rhythm, using correct posture and breathing technique, good diction and confidence. 	
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Connecting Learning

	<i>Yr1: Rhythm & Beat</i> <i>Yr1: Superheroes</i> <i>Yr1: Pitch & Play</i>		<i>Yr 1: Pitch & Play</i> <i>Yr 2: Orchestra</i> <i>Y2: The Three Ts</i>	<i>Yr 2: Music from other cultures</i>	<i>Yr4: Rap & Blackbird</i> <i>Yr 5: Turntablism</i>	<i>Yr4: FAME</i> <i>Yr 5: Turntablism</i> <i>Yr 3: Ballads,</i> <i>Yr4: Blackbird</i> <i>Yr:6 Vocal WW2 songs</i>	
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