

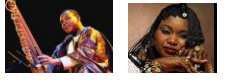






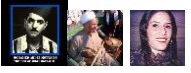














Music Curriculum Overview 2020-2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Musical introductions To sing simple songs and build on intonation. Children will learn to follow a conductor, explore the sounds of instruments and begin to develop a sense of beat.</p> <p>Songs linking to topic – “Where will my wellies take me?” Songs of welcome, journeys, ourselves.</p>	<p>The Long and Short of it Children will be exploring duration and composing music to accompany the story “We’re going on a Bear Hunt”. Children will listen to music in connection to Bears e.g. Hadyn Symphony “The Bear”. Children will also be learning songs about different celebrations e.g. Diwali and Christmas.</p> <p><i>Songs relating to Bears.</i></p>	<p>Performing using symbols as notation Children will learn to respond to symbols using body percussion and instruments. By the end of the unit, children will be able to follow long, short, shh, loud, soft, start and stop.</p>	<p>Taking Off Children will be exploring pitch and identifying different pitches (high and low) using a story medium. Chn will use glockenspiels for the first time and start to identify changes in pitch (going up, down, same). They will learn hand signs for do re mi to accompany their singing. Songs about Growing/Lifecycles.</p>	<p>Performance and Composition through stories Exploring Timbre, Tempo and Dynamics using classical music based on stories. Children will gain an understanding of how sounds used in stories e.g. Bumblebear. Children will listen to “The Flight of the Bumble Bee” by Rimsky-Korsakov.</p> 	<p>Performance and Composition through stories continued. Children will be exploring Jazz Music through the story “The Jazz Fly”. They will gain an understanding of different instruments used in the genre and will start to move onto reading notation rather than shape symbols including crotchets, quavers and rests. Songs about Minibeasts.</p> 
Year 1	<p>Exploring Rhythm – The Music of West Africa</p>  <p>Children will listen to musicians such as Toumani Diabete, Oumou Sangare, Salif Keita and learn to perform basic rhythms from the region using body percussion. They will also learn traditional songs from the region as well as those relating to their text.</p>	<p>Exploring Pitch The children will explore pitch through learning Kodaly hand signs (Solfege). They will learn to recognise step-wise movement and intervals. The children will begin to recognise notes using standard notation (Treble clef) whilst singing using Solfege. The children will learn a range of seasonal songs in English and German as well as songs relating to their text: Little Red Hen.</p>	<p>Instruments of the Orchestra Using the resource from London Symphony Orchestra “Olivia Forms a Band”, children will gain an understanding of the instruments of the orchestra and their properties. They will also learn songs about toys and create compositions depicting toys using body percussion.</p> 	<p>Exploring Pitch and Rhythm Children will read pitches and simple rhythmic patterns using graphic and standard notation. They will review how notes C-C” are written on the staff. They will learn dinosaur songs and create their own dinosaur compositions.</p>	<p>First Access - Glockenspiel Children will be able to recognise through listening and performing step-wise movement in pitch and rhythms using crotchets, quavers, minims, semi-quavers and rests. Children will consolidate their understanding of standard notation through playing tuned-percussion. They will perform accompaniments to simple songs and compose their own pieces to depict London/The Local Area.</p>	<p>First Access – Glockenspiel The children will consolidate their understanding of pitch, rhythm, tempo, texture and dynamics. The children will compose musical soundscapes to accompany scenes in their text - Where the Wild Things Are. They will also learn songs relating to the text.</p> 
Year 2	<p>Exploring Rhythm – Body Percussion The children will learn the basics of body percussion. listen to movements from Holst’s Planets and also the Doctor Who Theme by Delia Derbyshire. They will identify the instruments used, analyse the mood and character of each piece using musical vocabulary. The children will use body percussion to perform the main motifs they hear to use as a starting point for composition. The children will also learn a range of songs about Space.</p>	<p>Exploring Pitch Children will learn songs relating to the topic of the Great Fire of London as well as seasonal songs in English and German. The children will write their own song based on their knowledge and understanding of the Great Fire of London.</p> 	<p>First Access - Recorder The children will begin to learn to play the recorder. They will work on making a controlled sound on the record; articulate notes and start to read standard notation using B, A and G with various rhythms including crotchets, quavers and rests.</p>	<p>First Access - Recorder Children will consolidate their understanding of reading notation learning additional notes C D and E. They will focus on reading rhythms and developing their articulation and use of dynamics (legato/staccato/different note lengths) recognising them in standard notation.</p>	<p>Explore Lyrics and Melody The children will be exploring the life of Mary Seacole (also other Hidden Heroes) and using their knowledge and understanding of develop raps/songs.</p> 	<p>Explore sound sources - Songs of the Sea The children will be listening to music entitled “The Night Ferry” by Anna Clyne as part of the BBC Ten Pieces project. The children will discover how art/poetry inspires musical compositions. They will also learn a range of sea shanties and songs about Pirates.</p> 
Year 3	<p>Exploring Rhythm and pulse</p>  <p>The children will be listening to Anthology of Zoology – Sprite & A Bao A Qu as part of the BBC Ten Pieces Project. They will develop musical, poetry and art responses inspired by a piece of orchestral music. They will compose musical motifs and learn about musical palindrome. The children will be learning songs relating to the topic of Dragons.</p>	<p>Exploring Pitch - The Stone Age The children will focus on developing their singing voices through this module. They will tell the story of the Stone Age through a range of songs. The children will focus on phrasing, dynamics and expression. The children will then use their knowledge and understanding of the Stone Age to create their own music using vocal sounds and body percussion.</p>	<p>The Music of Egypt</p>  <p>Children will listen to “The Nile” by David Fanshway. They will learn about the range of instruments used in Ancient Egypt and also find about Egyptian Folk Music e.g. Mohamed Abdel Mottelib, Rouh El Fouad, Ahmed Berrein.</p>	<p>The Music of Brazil</p>  <p>The children will be listening to music by Heitor Villa Lobos as part of the BBC Ten Pieces project. In response to listening activities, the children will develop their appraising skills through discussion and create compositions in response.</p>	<p>First Access - Samba Children will learn about the different instruments that comprise a samba band. They will learn to perform a Rio Carnival-style samba piece and sing together as a class.</p>	<p>First Access - Samba Children will build on their previous skills to learn a new piece called Samba Insetos. They will learn a piece in the samba-reggae style; consolidate samba playing techniques; learn to develop their listening skills and ability to work in an ensemble.</p>

<p>Year 4</p>	<p>BBC Ten Pieces – Listening</p>  <p>The children will be learning about number of black composers e.g. Chevalier de, Saint Georges, George Bridgetower, Thomas Wiggins, Scott Joplin. They will develop their knowledge and understanding of musical vocabulary to discuss the pieces they hear. The children will also learn songs about the Romans.</p>	<p>Exploring Lyrics and Melody</p>  <p>The children will learn a range of songs relating to the text “The Iron Man”. The children will consider environmental issues relating to the story and develop their own song about the environment.</p>	<p>First Access – Violin</p> <p>The children will begin a project learning the violin. They will learn how to make a controlled sound on the violin; follow rhythms and start to read notation using G, D, A and E with various rhythms including crotchets, quavers and rests.</p> <p><i>Listening – Maxwell Davis “The Antarctic”</i></p>	<p>First Access - Violin</p> <p>The children will develop their ability to read rhythms and begin to use fingers on the fingerboard as well as open strings. Children will learn to compose a piece using notes on the D string (DEF#G) and notate this on the staff.</p> <p><i>Listening – Carnival of the Animals</i></p>	<p>King Kong</p>  <p>Children will explore the music of the time when King Kong was written - 1933 and listen to Symphony in E minor by Florence Price and the work of William Grant Still.</p> <p>They will create graphic scores to depict what they hear.</p>	<p>Viking Saga</p>  <p>The children will focus on developing their singing voices through this module. They will tell the stories of Viking Gods though the BBC Teach music resource Viking Saga. The children will focus on phrasing, dynamics and expression.</p>
<p>Year 5</p>	<p>Music from the Pacific Islands</p>  <p>The children will explore traditional and contemporary music from the Pacific islands.</p> <p>They will investigate the various instruments used in traditional music and identify their rhythms. The children will learn simple songs in the languages of the region.</p>	<p>Titanic</p> <p>The children will listen to and learn a range of songs from the era. They will listen to and appreciate music that was played at the time particularly Alexander’s Ragtime Band. They will learn to identify the key features of the genre.</p> 	<p>Music in WW2</p> <p>The children will learn songs of the era from musicians/artists such as Vera Lynn, Hazel Scott, Earl Hines.</p>  <p>Children will study Big Band Music/Swing and understand key features of the genre.</p>	<p>First Access - Ukulele</p> <p>Children will work on being able to identifying the strings on the Ukulele and begin to learn songs using the most common chords.</p> <p>The children will learn to strum to the beat and start to play different strum patterns.</p>	<p>First Access - Ukulele</p> <p>The children will use the chords they know to work in groups and compose a song relating to their topic of the term. They will learn to draw the diagrams of the chords they have used. The children will perform and record their songs using Audacity. The children will reflect upon their learning and evaluate outcomes.</p>	<p>BBC Ten Pieces Project – North Indian Classical Music</p>  <p>Listening to the Music of Ravi Shankar. Children will learn about the traditional instruments used in this genre and about the scales used (ragas). They will also learn about the influences that such music has had on popular music e.g. Beatles, Nitin Sawhney.</p>
<p>Year 6</p>	<p>Music of Ancient Greece</p>  <p>Children will explore music and creativity in the time of the Ancient Greeks. They will learn about the scales (modes) used in the music of the time. Children will also learn songs relating to the topic as well as explore modern Greek music e.g. Greek musician Vangelis and Nikolas Raptakis.</p>	<p>Exploring Lyrics and Melody - Refugees</p>  <p>The children will investigate a number of refugee musicians of their choice. The children will learn about their stories and influences behind their songs/music. Examples to choose from – Bob Marley, Fritzi Massary, Norbert Brainin, Gloria Estefan, Wyclif Jean, K’Naan, Freddie Mercury, Rita Ora, Arnold Schoenberg, Robert Stolz, Oscar Straus, Claude-Michel Schonberg, Regina Spektor.</p>	<p>First Access Keyboard Compositions – BBC Ten Pieces Project</p> <p>The children listen to Hans Zimmer’s Earth.</p> <p>From this stimulus the children work in groups and pairs using the various timbres on the keyboard to discuss creative responses and develop compositions.</p>	<p>First Access Keyboard Composition – Music of Japan</p> <p>The children will listen and appraise a range of music from Japanese culture. They will learn about the instruments used.</p> <p>The children will use the pentatonic scales used in Japanese music to play melodies and develop their own composition</p>	<p>Fairy Tales</p>  <p>The children will listen to and appraise Stravinsky’s Firebird. The children will learn about the composer Stravinsky, and how he used orchestral instrumentation to tell the story.</p>	<p>Moving On – Performing together</p> <p>The children will prepare for their end of KS2 Leavers’ performance. This will incorporate all the performance skills they have developed throughout their time at JKPS and celebrate their achievements.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Ongoing Skills	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Sings a few familiar songs. Find their singing voice and begin to develop a sense of pitch over a small range of notes • Play instruments and sound-makers by shaking, scraping, rattling and tapping • Start and stop together • Begin to develop a sense of beat, using instruments or body sounds • Explores how sounds can be changed – e.g. loudly, quietly, fast, slow • Creates movement in response to music. • Sort and name different sounds 	<ul style="list-style-type: none"> • Using different voices and finding singing voice • Developing an awareness of phrase • Controlling pulse and rhythm • Controlling pitch • Controlling the expressive elements (e.g. timbre, dynamics, tempo) • Listening carefully and developing aural memory • Developing a physical response • Introduction to staff notation 	<ul style="list-style-type: none"> • Developing singing voice • Using the thinking voice (internalising) • Using known songs to develop control of pulse and rhythm • Developing an awareness of simple structures (phrases) • Recognising changes in and controlling pitch • Staff notation • Expressing the meaning of songs • Listening with attention to detail and developing aural memory • Responding to structure in music through movement and dance 	<ul style="list-style-type: none"> • Breathing, dynamics and accuracy of pitch • How to improve tone production and use diction and other vocal techniques (e.g. legato and staccato) • Pulse, rhythm and metre • Phrases and other musical structures • Extending control and understanding of pitch • Staff notation. • Making expressive use of elements and techniques and developing performances • Listening with sustained concentration • Remembering longer pieces of music • Responding physically to music with understanding of musical features

Differentiation and equal opportunity

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability in the room and setting different tasks to each ability group; or by mixed ability to allow for peer support
- providing resources of different complexity depending on the ability of the child
- using additional adults to support the work of individuals or groups of children.