



Curriculum Music - Whole School





Curriculum Subject Rationale

Intent:	<p>At Wilbraham Primary School, we intend to make Music an enjoyable, creative and social experience. In the early years, children begin to develop a love of singing and music making, by acquiring their first skills in recognising dynamics, pulse, rhythm and simple melody and sharing and making music as part of a group, whilst developing their individual confidence. As children move into key stage one, they expand these skills, participating in percussion lessons, taught by a specialist, to build their confidence in music making and performing, as part of a group. Key Stage 2 then progress onto tuned percussion, to further allow an exploration of melody and texture. Our whole school listening initiative ensures that all children are exposed to a variety of live and recorded music, from a range of traditions and cultures, with age-appropriate creative and critical responses and subject vocabulary. Our school singing group takes part in a number of community projects and performs at buildings of cultural significance in and around our city.</p>
Implementation	<p>Using Music Express, a progression plan has been built into our music curriculum across the school, ensuring consistent musical development. Our curriculum includes examples of musical styles and genres from different times and places. Our approach is, participatory and inclusive. Children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play instruments effectively to create and express their own and others' music. Through a range of whole class and group activities children have opportunities to explore sounds, actively listen, compose and perform.</p> <p>Our KS1 pupils take part in Djembe drumming lessons , led by a percussion specialist, whilst KS2 build on this by learning how to play the Steel Pans, ensuring all children access specialist group teaching on tuned and untuned percussion.</p> <p>Our whole school 'Piece of the Week' listening initiative involves every class from Nursery - Year 6 listening and responding to the same piece of music in an age-appropriate manner. This enables children to be exposed to music from a wide variety of styles, cultures and time periods , whilst building an understanding of music vocabulary and enjoying the mental health benefits associated with immersing and engaging with music.</p>
Impact:	<p>The impact of music teaching is monitored through recordings, class performances and pupil voice.</p>



Curriculum Map Subject - EYFS

EYFS

	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This will explain what Music looks like in EYFS.</p> <p>The learning that happens in EYFS forms the basis for music within the national curriculum. The main areas of learning from the EYFS curriculum that support music in KS1 and KS2 come from:</p> <ul style="list-style-type: none"> · Expressive Arts and Design · Communication and Language · Physical Development 	<p>Vocabulary</p>
<p>EYFS</p>	<ul style="list-style-type: none"> • Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. • Children will remember and sing entire songs, singing the pitch of a tone sung by another person ('pitch match'). • Children will practise singing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • create their own songs or improvise a song around one they know. Children will learn to play instruments with increasing control to express their feelings and ideas. • sing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Music Songs Nursery Rhymes Poems Sing Play Listen Instruments Drums Percussion Pitch, tempo, melody, rhythm Clap Pulse Syllables</p>



Curriculum Map

Music - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Ourselves	Number	Seasons	Animals/African Drumming	Our School/African Drumming	
Y2	Ourselves/ African Drumming	Toys/ African Drumming	Our Land / African Drumming	Our Bodies	Animals	Travel
Y3	Food and Drink	Poetry	Environment	Steel Pans- 3S/3J	Ancient worlds	Sounds



Curriculum Map

Music - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Ancient Worlds	Poetry	The Environment	In the Past	Steel pans/ Food and Drink	
Y5	Keeping Healthy	Life Cycles/Steel Pans		At the Movies	Celebration	Celebration
Y6	World Unite / Steel Pans		Journeys	Journeys	Class Awards	Class Awards



Curriculum Map

Music- Overview Y1

Topic	Unit 1 : Ourselves	Unit 2: Number	Unit 6 : Seasons	Unit 3: Animals	Unit 7: Our School	Unit 7 : Our School	Vocabulary
Musical Focus	Exploring sound through voices and singing	Exploring beat through body percussion and instruments.	Exploring sound Performing on percussion Playing as part of an ensemble	Developing an understanding of pitch	Exploring sound Performing on percussion Playing as part of an ensemble	Exploring sound Performing on percussion Playing as part of an ensemble	<i>Pulse, rhythm, pitch, rap, improvise, compose, melody perform, singers, percussion, pulse, rhythm, pitch, dynamics, conductor, soundscape, audience, imagination.</i>
Skills	Create, respond to, place and change vocal sounds	Learn to play percussion with control (e.g. changing dynamics)	Listen in detail to a piece of orchestral music (e.g. identify instruments)	Relating pitch to high and low body posture Singing songs with contrasting high and low melodies	•Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance	• Rehearse and perform a rap with sound effects using voices •Understand how music can tell a story	
Endpoints	I can sing in unison. I can sing with varying dynamics and tempo when asked. I can respond to simple visual directions	I can perform short copycat rhythm patterns accurately I can select percussion sounds to enhance storytelling.	I can name high, medium and low sounds when listening. I can use a more developed vocabulary to describe the mood of music (Angry, calm, smooth etc.).	I know that the word pitch is used to describe high and low	I can perform as part of an ensemble, bringing together the elements of musical performance.		



Curriculum Map

Music - Overview Y2

Topic	Ourselves	Toys	Our Land	Water	Our Bodies	Storytime	Vocabulary
Musical Focus	Exploring Sounds through singing	Beat and Tempo	Experimenting with sounds	Understanding Pitch through tuned instruments	Beat and Rhythm through body percussion	Combining Sounds /Composition	Structure, call and response, pulse, rhythm, pitch, improvise, compose, audience,, melody, dynamics, tempo, perform/performance, audience, rap, graphic notation, xylophone, untuned, vocal.
Skills	Understand the structure of call and response songs Develop the use of vocal sounds to express feelings	Keep a steady beat Mark beats within a four-beat metre	Identify ways of producing sounds (e.g. shake, strike, pluck) Match descriptive sounds to images	Understanding pitch through singing, movement, and note names Performing a melody Using musical scales, high notes and low notes in a composition	• Listen to and repeat rhythmic patterns on body percussion and instruments Follow a leader's directions	Exploring sounds to create musical effect Performing to an audience	
Endpoints	I can sing with a growing range of dynamics.	I know how to play untuned instruments musically. I know how to play my untuned instrument with varied tempo and dynamics.	I can describe a range of ways in which sound is produced.	I know that the word pitch is used to describe high and low.	I know how to play short and long notes from a form of graphic notation or from physical direction from the ensemble leader.	I can create new sounds and sound effects	



Curriculum Map

Music - Overview Y3

Topic	Food and Drink	Singing French	Steel Pans	Ancient worlds (Ancient Greeks)	China	Human Body	Vocabulary
Musical Focus	Beat and Rhythm	Pitch and Singing	Performing Tuned Percussion in an ensemble	Structure and Texture	Pitch and Scales	Structure and Singing	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure,, backing vocals, hook, melody, ostinato, pentatonic scale, binary
Skills	Explore simple accompaniments using beat and rhythm pattern Use a score and combine sounds to create different musical textures	Singing a melody Recognising Pitch shapes	Following a leader Understanding where notes are on an instrument	Accompanying a song with an ostinato Performing a round in 3 parts	Exploring and playing pentatonic scales. Using graphic notation.	Performing call and response songs Exploring binary structures	
Endpoints	I know how to listen to other parts. I know how to recognise simple elements of a widely used form of notation such as standard western notation or tablature	I know how to recognise simple elements of notation	I know how to play 3 notes on tuned percussion instruments	I can perform in a round , keeping to my own part.	I can perform a pentatonic (5 note) scale	I can understand binary (2 part) structure	



Curriculum Map

Music - Overview Y4

Topic	Ancient Worlds (Egyptians)	Poetry	The Environment	In the Past	Steel pans	Food and Drink	Vocabulary
Musical Focus	Structure- minimalism and layers	Singing	Composition	History of Music	Performance	Performance	improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, synthesizers, by ear, minimalism.
Skills	Understanding layers in musical structure Identifying key features of minimalist structure	Performing and Playing using voices .	Composing an introduction. Comparing and Contrasting music by different composers .	Understanding musical notation History of Music	Playing in an ensemble Following a conductor Following a notated part	Using a score and combining sounds to create different musical textures	
Endpoints	I can combine sections of music in a layered structure	I can vary volume, speed, pitch or duration in my own composition.	I know how to recognise 1, 2 and half beat rhythms using a form of notation.	I can read simple rhythm notation	I can perform 5 notes on my tuned instrument and perform a song in 2 parts in harmony, in time and on a tuned instrument.	I can describe how my piece uses rhythm and texture to create an effect	



Curriculum Map

Music- Overview Y5

Topic	Keeping Healthy	Life Cycles/Steel Pans	Life Cycles/Steel Pans	At the Movies	Celebration	Vocabulary
Musical Focus	Beat and Rhythm	Exploring Structure/Performance	Exploring Structure /Performance	Composing	Performing	Syncopation, structure, , note values, note names, , pulse, rhythm, solo, ballad, verse, interlude, melody, cover, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, bass line, brass section, harmony, melody, major, minor, storyboard.
Skills	Playing syncopated rhythm to a steady beat.	Accompanying a song with tuned and untuned instruments Reading a melody in staff notation	Playing in an ensemble Following a conductor Reading a part on a score	Interpreting notation Learning about the use of music and sounds in movies Using a storyboard to structure sounds Composing sound effects	Singing in harmony Rehearsing and improving a performance, with an awareness of audience.	
Endpoint	I know how to recognise that a piece of music may be from a particular genre and name a reason why that might be.	I know how to read a score to perform a piece of music on an instrument or with my voice	To know that Major chords usually provide a 'happy' sound and minor chords provide a 'sad' sound .	I can compose my own sound effects	I can sing in 3 part harmony	



Curriculum Map

Music - Overview Y6

Topic	World Unite/ Steel Pans	Journeys/ Steel Pans	Class Awards	Vocabulary
Musical Focus	Performing - Rhythm and Beat	Performing - Singing in Harmony	Composing and Performing for a special occasion	Interrelated dimensions of music, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, producer, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, mood and style, rap.
Skills	Exploring beat and syncopation Performing rhythmic sequences Combining rhythms through dance Demonstrate understanding of pitch through singing from simple staff notation	Singing a pop song with a backing Singing major and minor note patterns with accuracy Developing a song cycle performance	Composing music for artwork Learning a song Writing a rap Performing for an audience	
Endpoint	I know how to change my voice to reflect mood and style and I can sing songs from a variety of times and places with accuracy and sensitivity to the genre of music.	I know how to confidently sing a part with complex rhythms and melodies, whilst keeping in time with other parts	In my composition, I show knowledge of all of the interrelated dimensions of music learnt so far	