



## Hennock Community Primary School Music Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to inspire pupils to grow a love of music and develop their talent as musicians.

We are committed to developing curiosity for music and an understanding of the importance of music from a wide variety of historical periods, cultures, traditions and genres.

We believe that Music is a subject which enriches children's lives and education with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.

Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves.

At Hennock, we hold a weekly whole-school Singing Assembly and link this to key events in the year. Children have regular opportunities to sing and perform at community events and sites such as the local church, the Village Carol concert and other local events. Our KS1 and EYFS children perform in an annual Christmas Nativity performance and our KS2 children take on increasingly major roles in an annual whole school musical where the children learn to warm up and sing in groups, duets and solo and to sing songs with more than one part, maintaining their own part with awareness of others around them, combining layers of sound. Through this they build their confidence and learning behaviours by performing to their peers and parents.

At Hennock, we also offer peripatetic music tuition on site in a range of different instruments.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### Rolling Programme

Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1 & 2 A	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun With Improvisation	Let's Perform Together!
Year 1 & 2 B	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 3 & 4 A	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Year 3 & 4 B	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!
Year 5 & 6 A	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
Year 5 & 6 B	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

### Vocabulary

Most of the words in years 1 and 2 are revisited in years 3-6 so only new and important musical words are listed for later years.

#### Reception

Pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, the names of instruments regularly used in class: glockenspiel, maracas, bells, tambourine.

<b>Year 1</b> Actions, audience, band, beat, brass instruments, chorus, clap, compose, composer, concert, copy back, count, count in, dance, fast and slow, glockenspiel, high and low sounds, imagination, improvise, instrument, introduction, listen, loud and quiet sounds, march, melody, musician, note, nursery rhyme, orchestra, outro, percussion, perform, pitch, play, player, pulse, question and answer, rap, rhythm, singer, smooth and spiky sounds, song, song writer, sound, steady, string instruments, tempo, verse, vocals, voice, warm up, words of the song	<b>Year 2</b> Accordion, bass drum, bassoon, brass band, Calypso, canon, choir, Choral music, clarinet, conductor, cornet, dynamics, Hammond, organ, euphonium, Film Music, Folk Music, French horn, horn section, hymn, improvisation, Kwela, layers of sound, lead singer/vocals, lyrics, major, minor, mouth piece, oboe, off-beat rhythms, one-man band, opera, penny whistle, performance, performer, piano, accompaniment, pianola, piccolo, Ragtime, recorder, records, reeds, Rock 'n' Roll, round, Romantic Music, scat singing, side drum (or snare drum), detached, structure and form, musical style, sustain pedal, symphony, tambourine, time signature, timpani, trio, trombone, vibraslap, woodblock, wood wind, instruments	<b>Year 3</b> 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral Music, Appalachian Music, articulation, backing track, Ballad, bar, bar line, Baroque music, Blues, crotchet, Disco, dotted crotchet, expression, Film and TV soundtracks, forte, hook, intro, key signature, legato, major, minor, Native American Music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (Italian musical term for quiet/soft), quaver, repeats, rests, rhythm patterns, riff, semibreve, semiquaver, scale, Sea Shanty, staccato, stave, texture, time signature, tune
<b>Year 4</b> Acoustic guitar, alto clef, bass clef, by ear, choreography, Contemporary R&B, crescendo, digital electronic sounds, diminuendo, dotted quaver, Electronic Dance Music (EDM), fortissimo, Medieval Music, Mezzo forte, Mezzo piano, pianissimo, timbre, tonality, treble clef, turntables, unison	<b>Year 5</b> Amplifier, back beat, brass section, bridge, chords, Contemporary Jazz, cover, deck, dotted minim, harmony, interlude, loops, Minimalism, note names, note values, scratching, South African Pop, strings, syncopation, tag ending, triplet quaver, tune/head	<b>Year 6</b> Dimensions of Music, Elements of Music/Musical Elements, Motown, phrases, producer, Salsa music, Style Indicators, triplet crotchet, Zimbabwean Pop
<b>The National Curriculum</b>		
<b>Purpose of study</b>		

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.

### **Subject content**

#### **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.

At Hennock we teach Charanga's Model Music Curriculum Scheme which supports all the requirements of the national curriculum: listening, singing, playing, composing, improvising and performing. The spiral design of the scheme means that musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. Throughout a child's musical learning journey at Hennock school, learning is repeated, musical skills are re-inforced and knowledge deepens. The spiral approach leads to more secure, deeper learning and musical mastery of the inter-related dimensions of music and how music relates to culture and their own worldly experiences

### **In order to assess impact - a guide**

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Music. At the end of each unit, children are assessed on the knowledge and skills they have learnt throughout the unit. The spiral curriculum ensures we are re-visiting previously taught skills. The activities are designed in one of two ways:

- The activities can be a repeat of previous learning, in order to embed and rehearse key musical skills.
- The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

Children's progress is monitored against National Curriculum expectations, core knowledge and key skills. Judgement is informed through observing children's skills.

We measure the impact of music through the following methods:

- Observing children's singing, playing, composing, improvising and performing
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Annual reporting to parents on their child's progress
- Learning Walks
- Interviewing the children about their learning (Pupil Voice)
- Lesson observations
- Ensuring knowledge and progression of skills is being taught