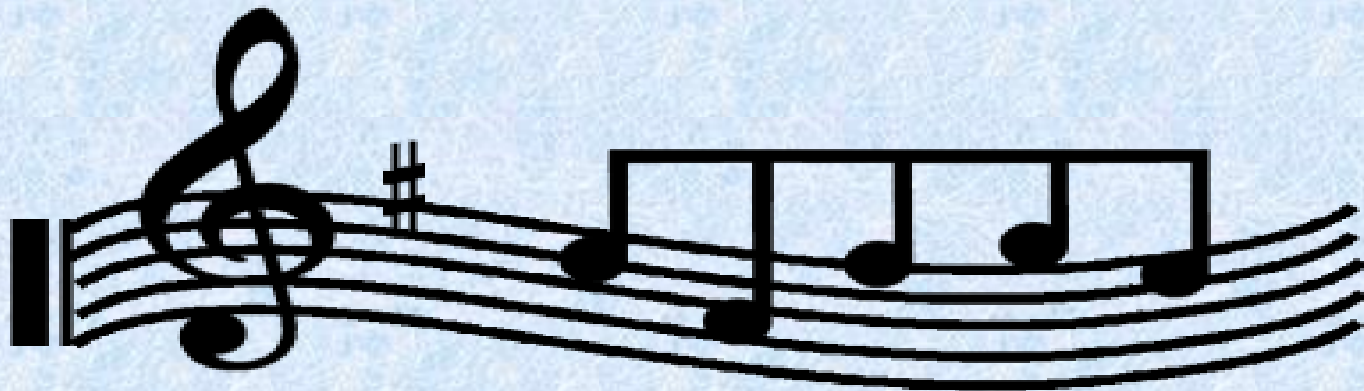


Curriculum Information

Music



Rationale & Intent

At Newton Hill Community School we believe that music;

- helps to develop creativity and imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings;
- develops the ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music;
- reflects the culture and society people live in and so enables children to better understand the world in which they live;
- can be hugely valuable in promoting and supporting learning in other areas of the curriculum.

Aims

We aim to ensure that, by the end of Key Stage 2, *every* child will 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

The Music Curriculum

The Music curriculum:

- provides breadth and balance;
- is relevant and engaging;
- is differentiated to match needs and abilities;
- where possible and appropriate, supports the school's topic cycles;
- reflects the diversity of music both within our community and throughout the world.

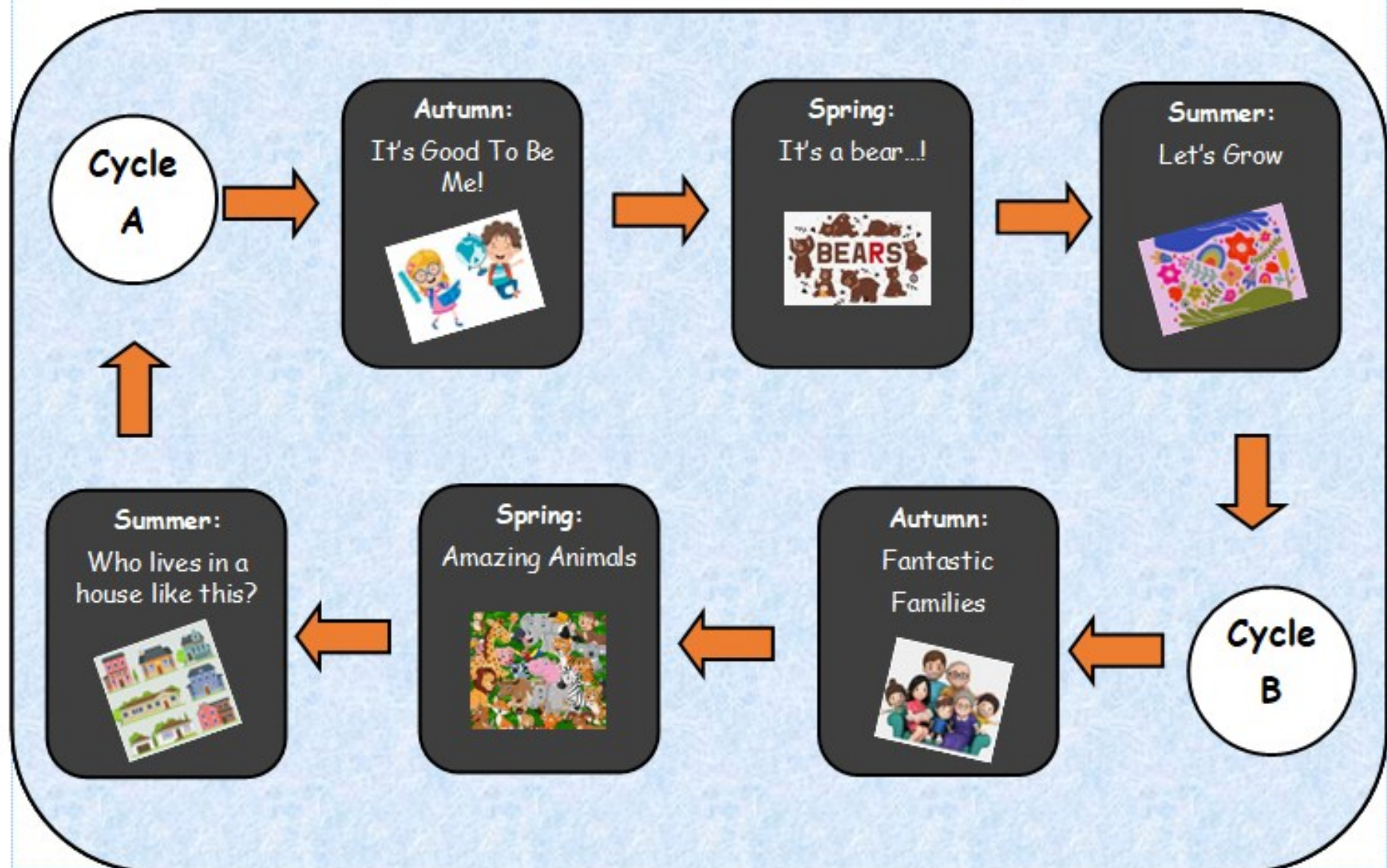
The Music Curriculum

In Key Stage One and Two music is taught weekly by the teachers. Newton Hill uses 'Charanga' a resource subsidised by Wakefield Music Service. This resource includes a complete scheme to teach the national curriculum for music, a vast library of songs, topics, instrument courses and creative apps as well as indepth support for assessment, SEND and personalised teaching and learning. Additional resources in school include 'Music Express' in Foundation Stage and collections of song and music books. The curriculum is supported by well-resourced tuned and untuned percussion instruments, recorders, ukuleles, ipads and class sets of laptops.

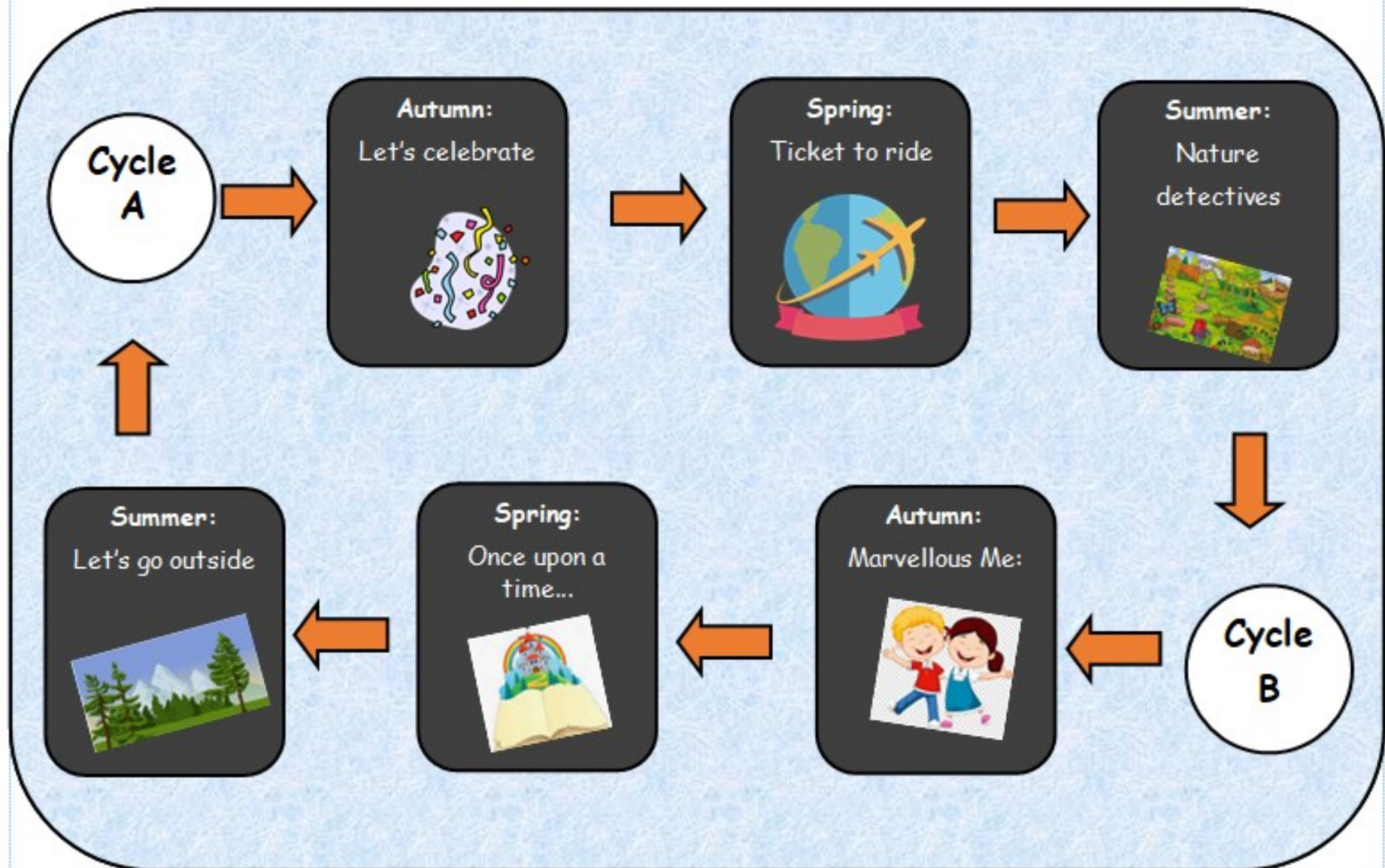
In Foundation Stage children begin their introduction to music in Nursery through their Phase 1 Letters and Sounds lessons. These daily lessons focus on different aspects of music, including; environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. Within these lessons children learn a wide range of different percussion instruments and the different types of noise they can make. These instruments are then available for children in designated music areas of continuous provision for children to access independently. Over a series of lessons and independent learning children are taught to;

- Build a repertoire of songs
- Explore different sounds of instruments and how these can be changed

Nursery Journey



Reception Journey



Newton Hill Community School
Long Term Music Planning



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle 1	<u>London</u> Great Fire <u>Of Lnd</u> <i>BBC</i>	<u>London</u> Spooky World <i>BBC</i>	<u>Australia</u> Hey You! <i>Charanga</i>	<u>Australia</u> Your Imagination <i>Charanga</i>	<u>Famous People</u> Famous People <i>BBC</i>	<u>Famous People</u> Banana Rap <i>Charanga</i>
KS1 Cycle 2	<u>Kings & Queens</u> <u>Zootime</u> <i>Charanga</i>	<u>Kings & Queens</u> Glockenspiel <i>Charanga</i>	<u>Toys</u> Friendship Song <i>Charanga</i>	<u>Toys</u> Hσ Hσ Hσ <i>Charanga</i>	<u>Community</u> Take You Home <i>BBC</i>	<u>Community</u> Play <u>In</u> A Band <i>Charanga</i>
LKS2 Cycle 1	<u>Vikings</u> Viking Saga <i>BBC</i>	<u>Vikings</u> It's Ok <i>Charanga</i>	<u>Volcanoes</u> 3 Little Birds <i>Charanga</i>	<u>Volcanoes</u> Recorder Course <i>Charanga</i>	<u>Romans</u> Rocking Romans <i>BBC</i>	<u>Romans</u> No Place Like Ten Piece
LKS2 Cycle 2	<u>Egypt</u> <u>Egypt</u> <i>BBC</i>	<u>Egypt</u> Stop! <i>Charanga</i>	<u>Rainforest</u> Mason Bates <i>Ten Piece</i>	<u>Rainforest</u> Let Your Spirit Fly <i>Charanga</i>	<u>Stone Age</u> Blackbird <i>Charanga</i>	<u>Stone Age</u> Mamma Mia <i>Charanga</i>
UKS2 Cycle 1	<u>America</u> Fresh Prince <i>Charanga</i>	<u>America</u> Living <u>On</u> A Prayer <i>Charanga</i>	<u>Victorians</u> Classroom Jazz <i>Charanga</i>	<u>Victorians</u> Orff <i>Ten Piece</i>	<u>Coastlines</u> Plastic <i>Charanga</i>	End of year production
UKS2 Cycle 2	<u>Africa</u> Djembe Drums <i>Charanga</i>	<u>Africa</u> Tchaikovsky <i>Ten Piece</i>	<u>WW2</u> Feel My Love <i>Charanga</i>	<u>WW2</u> Happy <i>Charanga</i>	<u>Greeks</u> <u>Greeks</u> <i>BBC</i>	



Nursery Skills

**Use of voice
expressively and
creatively**

**Play tuned and
un-tuned
instruments**

**Listen with
concentration and
understanding**

**Experiment with,
create, select and
combine sounds.**

Sing a large repertoire of songs. (CL)

Remember and sing entire songs. (EAD)

Sing the pitch of a tone sung by another person (pitch match) (EAD)

Sing the melodic shape (moving melody such as up and down, down and up) of a familiar songs. (EAD)

Play instruments with increasing control to express their feelings and ideas. (EAD)

Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PD)

Spot and suggest rhymes. (L)

Count and clap syllables in words. (L)

Extend and create ABAB patterns. (M)

Create their own songs or improvise a song around one they know. (EAD)

Reception Skills

**Use of voice
expressively and
creatively**

**Play tuned and
un-tuned
instruments**

**Listen with
concentration and
understanding**

**Experiment with,
create, select and
combine sounds.**

Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)

Sing a range of well-known nursery rhymes and song. (EAD)

Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (EAD)

Combine different movements with ease and fluency. (PD)

Listen carefully to rhymes and songs, paying attention to how they sound. (CL)

Learn rhymes, poems and songs. (CL)

Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)

Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)

Explore and engage in music making and dance, performing solo or in groups. (EAD)

KS1 Skills

Controlling Sounds Through Singing and Playing (Play and Perform)

Use voices expressively

Use voices expressively and creatively in ways such as speaking, chanting
To sing with the sense of shape of the melody.

Play tuned and un-tuned instruments

To create and choose sounds for specific effect.
To perform rhythmical patterns and accompaniments, keeping a steady pulse.

Rehearse and perform with others

To think about others while performing.

Creating and Developing Musical Ideas (Create and Compose)

Create musical patterns

To know about and experiment with sounds.
Repeat short rhythmic and melodic patterns.

Explore, choose and organise sounds and musical ideas

To recognise and explore how sounds can be organised.
To identify and organise sounds using simple criteria e.g. low, soft, high, low.
To begin to explore, choose and order sounds using inter-related dimensions of music.

KS1 Skills

Responding and Reviewing Appraising Skills

Explore and express ideas and feelings about music using movement, dance and expressive and musical language

To talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout
To respond to different moods in music and explain thinking about changes in sound.

To make improvements to my own work

To identify what improvements could be made to their own work and make these changes, including simple suggestions such as higher, faster to more developed ideas such as altering use of voice, playing of and choice of instruments.

KS1 Skills

Listening and Applying Knowledge and Understanding

To listen with concentration and recall sounds with increasing aural memory

To begin to identify simple repeated patterns and follow basic musical instructions.
To identify and recognise repeated patterns and follow a wider range of musical instruments.

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within sim-

To understand how musical elements create different moods and effects.

To understand that sounds can be made in different ways and described using given and invented signs and symbols

To confidently represent sounds with a range of symbols, shapes or marks.

To know how music is used for particular purposes.

To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. it's quiet and smooth so it would be good for a lullaby.

LKS2 Skills

Controlling Sounds Through Singing and Playing (Play and Perform)

Sing songs in unison and two parts

To sing in unison, maintaining the correct pitch and using increasing expression.

Play tuned and un-tuned instruments with control and accuracy

To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes
To play and perform parts with an increasing number of notes, beginning to show musical expressing by changing dynamics.

To practice, rehearse and present performances with an awareness of the audience

To think about others while performing.

Creating and Developing Musical Ideas (Create and Compose)

Improve, developing rhythmic and melodic material when performing

To create simple rhythmical and simple melodic patterns using an increased number of notes.

Explore, choose and organise sounds and musical ideas with musical structures

To begin to join simple layers of sound e.g. a background rhythm and a solo melody.
To think about musical dynamics of each layer and understanding the effect.

LKS2 Skills

Responding and Reviewing Appraising Skills

Analyse and compare sounds

Explore and explain ideas and feelings about music using movement, dance and expressive and musical language

To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

To make improvements to my own work

To comment on the effectiveness of their own work, identifying and making improvements based on its intended outcomes.

LKS2 Skills

Listening and Applying Knowledge and Understanding

To listen with attention to detail and to internalise and recall sounds.

To listen to and recall patterns of sounds with increasing accuracy.

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used to communicate different moods and effects.

To understand how different musical elements are combined and used expressively.

To know that music is produced in different ways and described through relevant established and invented notations

To begin to recognise simple notations to represent music, including pitch and volume.
To understand and begin to use established and invented musical notations to represent music.

To understand how time and place can influence the way music is created.

To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

UKS2 Skills

Controlling Sounds Through Singing and Playing (Play and Perform)

Sing songs in unison and two parts

To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.

Play tuned and un-tuned instruments with control and accuracy

To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.
To play and perform with accuracy, fluency, control and expression.

To practice, rehearse and present performances with an awareness of the audience

To maintain my own part and be aware how the different parts fit together.
To think about the audience when performing and how to create a specific effect.

Creating and Developing Musical Ideas (Create and Compose)

Improve, developing rhythmic and melodic material when performing

To create increasingly complicated rhythmic and melodic phrases within given structures.
To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

Explore, choose and organise sounds and musical ideas with musical structures

UKS2 Skills

Responding and Reviewing Appraising Skills

Analyse and compare sounds

Explore and explain ideas and feelings about music using movement, dance and expressive and musical language

To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.

To make improvements to my own work

To evaluate the success of their own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

UKS2 Skills

Listening and Applying Knowledge and Understanding

To listen with attention to detail and to internalise and recall sounds.

To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used to communicate different moods and effects.

To identify and explore the relationship between sounds and how music can reflect different meanings.

To know that music is produced in different ways and described through relevant established and invented notations

To use and apply a range of musical notations including staff notation.
To use these to plan, revise and refine musical material.

To understand how time and place can influence the way music is created.

To develop an understanding of the history of music from different cultures, traditions, composers, and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Inter-related Dimensions of Music

Pulse

The steady beat of a piece of music

Pitch

The melody and the way the notes change from low to high

Rhythm

The pattern of long and short sounds in a piece of music

Dynamics

Loud and soft

Tempo

Fast and slow

Timbre

The type of sound—whisper/hum/sing/talk (voice) or twinkly/hard/soft (instrument)

Structure

The way the music is laid out e.g. verse, chorus, verse

Texture

Layers of the sound (voices and instruments played together)