

## MUSIC CURRICULUM AT THOMAS READE

### Intent

We believe that music is a unique way of communicating that inspires and motivates children; especially children who may not access the traditional curriculum fully.

We enable Music to become a vehicle for personal expression, thereby facilitating personal development.

Music teaching enables children to better understand the community and world we live in, as it inherently reflects our culture.

Music demands the use of many skills all at once, making it a highly academic demanding subject which facilitates learning in many others.

Lessons throughout each Year Group are designed to enable children to have the opportunities to sing, play, compose and listen thereby developing understanding of different musical forms.

Over Key Stage two – children will be taught to play guitar for one entire year – learning to read notation from the staff and play and compose songs as a solo or ensemble.

### Our intent through lessons is to:

- Develop the child, as a whole, through engagement in musical activity – which is rooted in the skills our children will need for later life.
- Use interesting resources and varied teaching styles to ensure full engagement in all activities.
- Explore and understand how sounds are made and can be organised into musical structures – from music we listen to and music we make.
- Develop the interrelated skills of composition, performance and musical appreciation – ensuring a broad and balanced curriculum.
- Develop and nurture pupils' sense of self and allow them opportunity to explore and access musical activities within their own ability.

Music plans show that there is clear progression, building on what has been taught before and with clear continuity from one year to the next.

The Music curriculum is carefully planned to link into topics being studied in class making it more relevant and interesting for children; with sequenced lessons having a clear beginning and end point.

### Implementation in practice:

- Build confidence through music teaching and develop concentration for longer in more extended pieces of music
- Singing skills (tune, time) are taught in each unit of work, with fun songs linked to topic and age ranges
- Learn about structure and organisation of music by listening to relevant recorded and live performances and learn to describe using emotions and feelings
- Teach disciplined skills of rhythm and pulse – with increased accuracy, fluency and control each year.
- Children make music together, understand notation and compose pieces – for a range of purposes and with increasing aural memory.
- Children perform rhythms and melodies in solo and ensemble groups.
- Provide suitable learning opportunities with open-ended tasks which have a variety of responses and outcomes.
- Use Bronze, Silver and Gold Learning objectives so that children can clearly see the building of skills throughout the lesson.

- Use Top Tips and self-evaluation within the lesson to help children learn from each other and make suggestions for self-improvement.
- Going for Gold stimulus for all learners, motivates and encourages all children to strive and do their best.

**Implementation through planning:**

- National programmes of study are used as a basis for Curriculum planning; where topics link and build upon prior learning.
- Progression is planned incrementally into the Music Scheme of Work so that there are opportunities for all to develop their skills and knowledge and that they are increasingly challenged as they move up the school.
- *Progression has three core elements:*
  1. Increasing breadth and range of musical experiences;
  2. Increasing challenge and difficulty in musical activities; and
  3. Increasing confidence, sensitivity and creativity in the children’s music-making.
- The curriculum is planned in the Long Term, mapping topics and skills in each key stage and then across each Year Group. Medium stage plans give details for each unit of work and is designed to complement and support these curriculum themes in conjunction with teaching colleagues.

**Thomas Reade Music Skills learned in each year group, with a Topic Link shown where relevant.**

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>YEAR 1</b>	<b><u>Our body/Halloween</u></b>	<b><u>Weather</u></b>	<b><u>Travel</u></b>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✚ Action songs that explore musical elements</li> <li>✚ Play loud/soft dynamics in a song</li> <li>✚ Play long/short sounds from a score</li> <li>✚ Play slow/fast</li> <li>✚ Explore timbre Animals</li> <li>✚ Show pitch with voice and pitch hands</li> <li>✚ Play ascending pitch songs</li> <li>✚ Compose and play a picture song</li> </ul>	<ul style="list-style-type: none"> <li>✚ Sing action songs</li> <li>✚ Play loud and soft with more control</li> <li>✚ Keep the beat</li> <li>✚ Play from a simple score</li> <li>✚ Show pitch with bodies and actions</li> </ul>	<ul style="list-style-type: none"> <li>✚ Combine voice, movement and instruments to perform a chant</li> <li>✚ Compose a new song with lyrics</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn action songs, keeping the beat with body movements</li> <li>✚ Follow a simple score</li> <li>✚ Use dynamics and tempo in songs and compositions</li> </ul>
<b>YEAR 2</b>	<b><u>Explore Duration, Pulse and Rhythm – Cat/Dog topic, Being Healthy</u></b>	<b><u>Weather and Great Fire of London</u></b>	<b><u>Science - Habitats</u></b>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✚ Keep beat</li> <li>✚ Learn action songs which keep the beat</li> <li>✚ Play word rhythms</li> <li>✚ Sing songs with 2 parts</li> <li>✚ Recognise and play different ostinato patterns</li> </ul>	<ul style="list-style-type: none"> <li>✚ Sing actions songs</li> <li>✚ Play drone in time</li> <li>✚ Perform actions in time</li> <li>✚ Identify changes in tempo, timbre and dynamics</li> <li>✚ ‘Discover’ vocabulary using music and pictures</li> <li>✚ Learn historical facts through song</li> </ul>	<ul style="list-style-type: none"> <li>✚ Sing action songs</li> <li>✚ Use notation to play rhythms</li> <li>✚ Understand pitch Journeys through song, movement and pitch performance</li> <li>✚ Compose and perform using a graphic score</li> </ul>

		<ul style="list-style-type: none"> <li>✚ Use dynamics as a tool to alter the song</li> <li>✚ Use pitch knowledge to work out if tune leaps or steps higher or lower – choosing between 3 notes</li> </ul>	
<b>YEAR 3 SKILLS</b>	<p><b><u>African – rhythmic call &amp; response</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn call and response songs</li> <li>✚ Play simple melodic phrases</li> <li>✚ Play melodic call and response</li> <li>✚ Play simple ostinato using percussion</li> <li>✚ Compose simple ostinatos using percussion</li> </ul> <p><b><u>Human Body</u></b></p> <ul style="list-style-type: none"> <li>✚ Use pentatonic scale - improvise</li> <li>✚ 2 part round – create harmonies</li> <li>✚ Play word rhythms, pitch understanding and play drone chords</li> </ul>	<p><b><u>African pitch exploration songs</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn a call and response song using pitch</li> <li>✚ Work out the rhythm of the song and notate</li> <li>✚ Work out the pitch of the song, using pitch knowledge</li> <li>✚ Create a new song using pitch knowledge and notate it.</li> </ul> <p><b><u>Romans</u></b></p> <ul style="list-style-type: none"> <li>✚ Use x3 musical elements to compose a musical battle piece</li> </ul> <p><b><u>Year 3 Show</u></b></p> <ul style="list-style-type: none"> <li>✚ To sing in unison, becoming aware of pitch.</li> </ul>	<p><b><u>Pentatonic Scales</u></b></p> <ul style="list-style-type: none"> <li>✚ Working out the pitch of simple pentatonic songs</li> <li>✚ Learn simple pentatonic songs</li> <li>✚ Put pentatonic songs together to hear effect</li> <li>✚ Add pentatonic accompaniment</li> <li>✚ Compose a piece including Tempo and dynamics</li> <li>✚ Explore texture and timbre in composition</li> <li>✚ use a graphic score to record ideas</li> <li>✚ Transfer this score to an iPad using Garageband</li> </ul>
<b>YEAR 4 SKILLS</b>	<p><b><u>Build Unit</u></b></p> <ul style="list-style-type: none"> <li>✚ Play, compose and notate rhythmic ostinati</li> <li>✚ Sing and play rhythmic and melodic sections in songs</li> </ul> <p><b><u>RE/Maths Link</u></b></p> <ul style="list-style-type: none"> <li>✚ Identify metre and syncopation</li> <li>✚ Compose sections from a ballet</li> </ul> <p><b><u>Ancient Egyptian Link</u></b></p> <ul style="list-style-type: none"> <li>✚ Play, compose and notate Fanfares for a king</li> <li>✚ Use Garageband on iPads to play ideas.</li> </ul>	<p><b><u>Yr 4/5 Show</u></b></p> <ul style="list-style-type: none"> <li>✚ To sing in unison and some part singing</li> <li>✚ Maintain the correct pitch</li> <li>✚ Use increasing expression</li> <li>✚ Learn to sing and dance</li> <li>✚ Learn about breaths in phrases when dancing</li> </ul>	<p><b><u>World War 2</u></b></p> <ul style="list-style-type: none"> <li>✚ To describe how songs from this era helped give hope and cheer</li> <li>✚ Sing songs from this era</li> <li>✚ Learn to play melody of Simple songs</li> <li>✚ Use Audacity to manipulate and layer sounds in a WW2 soundscape</li> </ul> <p style="text-align: center;"><b><u>Guitar</u></b></p> <ul style="list-style-type: none"> <li>✚ Play chords in time</li> <li>✚ Remember and play chord position on fret board</li> <li>✚ Write, perform and play songs</li> </ul>

<p><b>YEAR 5 SKILLS</b></p>	<p><b><u>Guitars</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn major and minor chords on the guitar – and how to tell the difference</li> <li>✚ Learn to play songs in ¾ and 4/4 metre</li> <li>✚ Play songs in time</li> <li>✚ Play songs in 2 parts – chords and melody</li> </ul> <p><b><u>Victorian Music</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn to play traditional Victorian songs</li> <li>✚ Research and produce leaflet about Victorian Music</li> <li>✚ Play and compose own street seller chant</li> </ul> <p><b><u>Christmas Community Singing</u></b></p> <ul style="list-style-type: none"> <li>✚ Learn Christmas Songs and give this to the Community</li> <li>✚ To sing in unison and in groups; with clear diction, controlled pitch and sense of phrase</li> </ul>	<p><b><u>Year 4/5 Show</u></b></p> <ul style="list-style-type: none"> <li>✚ To sing in unison and in groups</li> <li>✚ Sing with clear diction</li> <li>✚ Sing with controlled pitch</li> <li>✚ Sing with a sense of phrase</li> </ul>	<p><b><u>Samba and Aztec Unit</u></b></p> <ul style="list-style-type: none"> <li>✚ Play samba rhythms from a score using body percussion and samba instruments</li> <li>✚ Keep time and respond to cue to stop and start rhythms</li> <li>✚ Use existing ideas to write own group rhythms and perform them</li> </ul> <p><b><u>Greek Myths</u></b></p> <ul style="list-style-type: none"> <li>✚ Use Ipad to create sound sculpture on iPad</li> </ul>
<p><b>YEAR 6 SKILLS</b></p>	<p><b><u>Blues</u></b></p> <ul style="list-style-type: none"> <li>✚ Listen to and appreciate music from the genre</li> <li>✚ Learn to play chords in time</li> <li>✚ Learn melodic accompaniments</li> <li>✚ Learn to improvise from a scale</li> </ul> <p><b><u>Solar System</u></b></p> <ul style="list-style-type: none"> <li>✚ Use dynamics accurately</li> <li>✚ Layer sounds to create an effect</li> <li>✚ Compose a solar Soundscape</li> </ul> <p><b><u>Church Service</u></b></p> <ul style="list-style-type: none"> <li>✚ Singing with clear enunciation and a sense of phrase</li> <li>✚ Good breathing techniques</li> <li>✚ Singing in unison and as part of a group</li> </ul>	<p><b><u>Folk Music</u></b></p> <ul style="list-style-type: none"> <li>✚ Read notation to play drone in time, using metre of song</li> <li>✚ Read notation to play chords in song and keep in time, using metre of song</li> <li>✚ Read notation to play melody of song, using metre, keeping in time</li> <li>✚ Sing, play and perform folk song, keeping in time.</li> </ul>	<p><b><u>Year 6 Show</u></b></p> <ul style="list-style-type: none"> <li>✚ To sing in solo, unison and in parts</li> <li>✚ To sing with clear diction</li> <li>✚ To sing with controlled pitch</li> <li>✚ To sing with a sense of phrase</li> </ul>

## **Impact**

- Children achieve well in Music achieving aim of the National Curriculum at the end of each Key Stage.
- Learners behaviour and conduct demonstrates high enjoyment during lessons.
- Music enable learners to discover interests and talents beyond the academic and facilitates development of resilience and independence – including the feeling of positivity music brings.
- Music lesson allow children who already learn music to join in at their level, with extension activities designed to challenge them.
- Children will leave school being able to join in with guitar playing at a folk level enabling them to enjoy it for themselves, play along with pop music as well as foster interest in playing other instruments.

Reviewed Mar 2020