



## St Blasius Shanklin CE Primary Academy – Music Curriculum overview

### Intent

At St Blasius, children will understand musical concepts through a hands-on approach. They will view music as a universal language that embodies one of the highest forms of creativity. Pupils will have developed a love of music and be talented musicians, with increased self-confidence, creativity and sense of achievement. Pupils will critically engage with music, having composed, and listened to a wide range of musical genres.. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

### Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested develop their techniques, including their control and their use of instruments and their voice, with creativity, experimentation and an increasing awareness of different kinds of artists and musicians. Children should also know how music both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation. Units which are taught have links to History, Geography and Art. There are also many opportunities for children to continue to explore music in their Religious Education lessons. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Activities, such as choir and music lessons, also provide children with experiences of making music.

### Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. The impact of the teaching of Music is assessed in a number of ways across St Blasius. Formal assessment of children's work in lessons is used alongside more informal child interviews and photographic evidence. Children will have the opportunity across units to self and peer assess their work using discussions, performances and written feedback. We encourage pupils to explore and express themselves through Music. Teachers and pupils across the school develop a love and interest in music which encourages them to want to gain knowledge and develop skills on a deeper level. This wealth of skills and understanding is constantly developing to build a deeper understanding and appreciation for music.

## Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Hey You !  <b>Features of old-school, hip hop, rap music.</b>                      Composing raps</p>	<p>Rhythm in the Way We Walk                      Banana Rap.  <b>Reggae and hip hop.</b>                      Action songs.</p>	<p>In The Groove  <b>Blues, Latin, Funk, Folk, Baroque Bhangra.</b>                      Links between culture and music.</p>	<p>Round and Round  <b>Latin Bossa Nova, film music, big band jazz, mash-up, latin fusion.</b>                      Music in historical context.</p>	<p>Your Imagination  <b>Pop</b>                      Rhythm for dancing, accessible lyrics.</p>	<p>Reflect Rewind and Replay  <b>Western Classical Music.</b>                      Making links to music appraised earlier in the year.</p>
Year 2	<p>Hands, Feet, Heart  <b>South African Styles.</b>                      South African music and freedom songs.                      Nelson Mandela as influential figure.</p>	<p>Ho Ho Ho  <b>Christmas, Big Band, Motown, Elvis, Freedom Songs</b>                      Christmas lyrics and musical styles</p>	<p>I Wanna Play In A Band  <b>Rock</b>                      Teamwork, musical styles from the Beatles onwards</p>	<p>Zootime  <b>Reggae</b>                      Animals, poetry, historical context</p>	<p>Friendship Song  <b>Singing games</b>                      Lyrics, action songs</p>	<p>Reflect Rewind and Replay  <b>Western classical / modern music</b>                      Consolidate the language of music from the year</p>
Year 3	<p>Let Your Spirit Fly  <b>R&amp;B, Western Classical, Musicals, Motown, Soul.</b>                      Historical context of musical styles.</p>	<p>Glockenspiel Skills  <b>Stage 1</b>                      Learning key notes to play and various tunes.</p>	<p>Three Little Birds  <b>Reggae</b>                      Animals, Jamaica, Poetry.                      The historical context of musical styles.</p>	<p>The Dragon Song  <b>traditional tunes/Folk melodies from around the world</b>                      Learning is focused around one song: The Dragon Song. Using your imagination and working together as a class</p>	<p>Bringing Us Together  <b>Disco</b>                      All the learning is focused around a Disco song about friendship, peace, hope and unity</p>	<p>Reflect Rewind and Replay  <b>Western classical / modern music</b>                      Consolidate the language of music from the year</p>
Year 4	<p>Mamma Mia  <b>The pop music of ABBA</b>                      The structure of classic pop songs.</p>	<p>Glockenspiel Skills  <b>Stage 2</b>                      Learning an increased range of notes to play and various tunes.</p>	<p>Stop!  <b>Song/rap</b>                      Anti-bullying theme.                      How to write lyrics.</p>	<p>Lean on Me  <b>Soul/Gospel</b>                      Song by Bill Withers.                      Comparison with other artists in the Soul/Gospel genre.</p>	<p>Blackbird  <b>Equality and civil rights</b>                      Song by The Beatles.                      Their reshaping of pop music in the 1960's.</p>	<p>Reflect Rewind and Replay  <b>Western classical / modern music</b>                      Consolidate the language of music from the year</p>
Year 5	<p>Livin' on a Prayer  <b>Rock</b>                      How rock music developed from the Beatles onwards.                      Analysing performance.</p>	<p>Classroom Jazz Part 1  <b>Jazz</b>                      History of music – jazz in its historical context.</p>	<p>Make You Feel My Love  <b>Pop</b>                      Developing elements of music (pulse, rhythm, pitch etc),</p>	<p>Fresh Prince  <b>Hip-Hop</b>                      Understanding dimensions of music (pulse, rhythm, pitch etc.), that singing and playing</p>	<p>Dancin'in the Street  <b>Motown</b>                      The history of Motown and its importance in the development of popular music, civil rights.</p>	<p>Reflect, Rewind and replay!  <b>History of Music – classical/modern.</b>                      Appreciation of classical composers and how vocalists and instruments</p>

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				instruments are all linked.		combine in contemporary music.
Year 6	Happy -Pharell Williams Pop Modern Pop Music, influenced by Soul Music	A New Year Carol folk song 20th-century British music	Classroom Jazz -Part 2 Bacharach, Basie, Ellington The 'big beat' and solo improvisations that make up Jazz.	You've Got A Friend Pop – The music of Carole King. The songs she wrote for other artists.	Music and Me Inspirational women working in music British female contemporary artists are featured expressing themselves through music and with different cultural backgrounds	Reflect, Rewind and replay! History of Music – classical/modern. Appreciaton of classical composers and how vocalists and instruments combine in contemporary music.

## Age-related Expectations and Coverage

### Early Years Foundation Stage (Early Learning Goals linked to Music)

During the EYFS, the learning environment, adult-led activities and child initiated activities will be planned and supported to encourage progress in Music. Children at the end of the EYFS who have reached the expected level of development will be able to:

- Expressive Arts and Design (Exploring and Using Media and Materials)  
Children sing songs, make music, dance and experiment with ways of changing them.
- Expressive Arts and Design (Being Imaginative)  
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

The most relevant statements for Music are also taken from the Expressive Arts and Design age-related statements as below:

30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To sing a few familiar songs.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> </ul>
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			<ul style="list-style-type: none"> <li>• To explore and learn how sounds can be changed.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>• To develop a preference for forms of expression.</li> <li>• To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To sing to self and make up simple songs.</li> <li>• To make up rhythms.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To begin to build a repertoire of songs and dances.</li> <li>• To explore the different sounds of instruments.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>• To create simple representations of events, people and objects.</li> </ul>

Music - Key Stage 1		
National Curriculum Content	Year 1	Year 2
to use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> <li>• to sing simple songs, chants and rhymes from memory</li> <li>• to sing collectively at the same pitch</li> <li>• to respond to visual directions (eg - stop, start, loud, quiet)</li> <li>• to follow a count in.</li> <li>• to sing songs with a small range - mi-so - (e.g. Hello, how are you?)</li> <li>• to sing pentatonic songs - (e.g. <a href="#">Dr Knickerbocker</a>)</li> <li>• to sing call and response songs matching the pitch they hear.</li> </ul>	<ul style="list-style-type: none"> <li>• to sing songs regularly chants and rhymes from memory</li> <li>• to sing with accurate pitch</li> <li>• to sing songs with a larger range</li> <li>• to sing call and response songs matching the pitch they hear.</li> <li>• to know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</li> </ul>
play tuned and untuned instruments musically	<ul style="list-style-type: none"> <li>• to use classroom untuned percussion to play repeated patterns</li> <li>• to follow picture and symbols to guide playing - eg 4 dots = 4 taps on a drum</li> <li>• to perform short copycat rhythms</li> <li>• to perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat - on <b>untuned percussion</b></li> <li>• to perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat - on <b>tuned percussion</b></li> </ul>	

<b>listen with concentration and understanding to a range of high-quality live and recorded music</b>	<ul style="list-style-type: none"> <li>to respond to the pulse/beat of a piece of music through movement/dance.</li> <li>to explore feelings and images created by pieces of music.</li> </ul>	
<b>experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	<ul style="list-style-type: none"> <li>Beat/pulse - to walk, move and clap to a steady beat</li> <li>to change the speed of the beat as the tempo of the music changes</li> <li>use body percussion to play repeated patterns</li> <li>to use classroom untuned percussion to play repeated patterns</li> <li>to explore percussion sounds to enhance story telling - eg ascending sounds on a glockenspiel to suggest Jack climbing a beanstalk</li> <li>create, retain and perform their own rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>to create music in response to a non-musical stimulus (eg, a storm, a car race, a rocket launch, a fairy tale)</li> <li>to work with a partner to improvise a question and answer phrases (not repeating a phrase but improvising a response)</li> <li>to use graphic symbols to make a record of a composition</li> <li>to begin to use dot and/or stick notation</li> <li>to use music technology to capture, change and combine sounds</li> </ul>

### Glossary

**Beat/Pulse** - a basic unit of time marking out the speed at which music is played

**Pitch** - how high or low a note is

**Rhythm** - patterns of long and short sounds that fit over a steady pulse or beat.

## Music - Lower 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.**

<b>National Curriculum Content</b>	<b>Year 3</b>	<b>Year 4</b>
<b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	<ul style="list-style-type: none"> <li>To sing tunefully (range of 5 notes do-so)</li> <li>To play instruments tunefully (range of 3 notes do-me)</li> <li>To sing/ play with expression</li> <li>To perform actions confidently</li> <li>To perform actions in time to the music</li> <li>To move or clap to a steady beat (without increasing tempo)</li> <li>To sing (or perform) or play an instrument with an audience in mind.</li> <li>To play with control</li> </ul>	<ul style="list-style-type: none"> <li>To sing tunefully (range of 8 notes do-do - octave)</li> <li>To play instruments tunefully (range of 5 notes do-so)</li> <li>To sing/ play following directions for dynamics and tempo.</li> <li>To sing rounds and partner songs</li> <li>To move or clap to a steady beat (without increasing tempo)</li> <li>To sing (or perform) or play an instrument with an audience in mind.</li> <li>To play with control</li> <li>To play with expression (dynamics)</li> </ul>
<b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	<ul style="list-style-type: none"> <li>To experience high quality live music at least once throughout the year</li> <li>To listen to a broad and rich range of music</li> </ul>	<ul style="list-style-type: none"> <li>To experience high quality live music at least once throughout the year</li> <li>To listen to a broad and rich range of music</li> </ul>
<b>develop an understanding of the history of music.</b>	<ul style="list-style-type: none"> <li>Recognise music from different periods of time.</li> <li>Ask questions about what the children can hear (instruments, voices etc)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a wider range of music from different periods of time.</li> <li>Ask questions about what the children can hear (instruments, voices etc)</li> </ul>

## Music - Upper 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.**

National Curriculum Content	Year 5	Year 6
<b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	<ul style="list-style-type: none"> <li>• To sing tunefully with a accurate pitch and phrasing (range of 8 notes do-do - octave)</li> <li>• To play instruments rhythmically/ tunefully (range of 8 notes do-so)</li> <li>• To sing/ play following directions using the interrelated dimension of music..</li> <li>• To sing rounds, partner songs and songs with a chorus and a verse.</li> <li>• To sing (or perform) or play an instrument with an audience in mind.</li> <li>• To play with control</li> <li>• To play with expression (dynamics)</li> </ul>	<ul style="list-style-type: none"> <li>• To sing tunefully with a accurate pitch and phrasing (range of 8 notes do-do - octave)</li> <li>• To play instruments rhythmically/ tunefully (range of 8 notes do-so)</li> <li>• To sing/ play following directions using the interrelated dimension of music.</li> <li>• To sing 3 or 4 part rounds, syncopated songs, partner songs and songs with a chorus, bridge and verses.</li> <li>• To sing (or perform) or play an instrument with an audience in mind.</li> <li>• To play with control</li> <li>• To play with expression (dynamics)</li> </ul>
<b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	<ul style="list-style-type: none"> <li>• Recognise music from different periods of time.</li> <li>• Ask questions about what the children can hear (instruments, voices etc)</li> <li>• Begin to recognise instruments being played in a piece of music;</li> <li>• Express their opinion about pieces of music.</li> </ul>	