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*Curriculum Development Document*

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# Music

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**Achieve Believe Care**



At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the utmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.



### Purpose of Study

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.

### Key Stage One: Coverage

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 Two: Coverage

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.



## Overview of Music

Y1	Y2	Y3	Y4	Y5	Y6
<b>Hey You (Old School Hip-Hop)</b> Unit theme-How pulse, rhythm and pitch work together.	<b>Hands, Feet, Heart (Afropop, South African)</b> Unit theme- South African music	<b>Let Your Spirit Fly (RnB)</b> Unit theme- RnB and other styles	During the year the children will be having whole class instrumental tuition on the Ukulele and Cornet, taught by specialist teachers from Dudley Performing Arts.	<b>Livin' On a Prayer (Rock)</b> Unit theme- Rock Anthems	<b>Happy (Pop/Neo Soul)</b> Unit theme- Being happy!
<b>Rhythm In The Way We Walk and The Banana Rap (Reggae)</b> Unit theme-Pulse, rhythm and pitch, rapping, dancing and singing.	<b>Ho, Ho, Ho (A song with rapping and improvising for Christmas)</b> Unit theme- Festivals and Christmas	<b>Glockenspiel Stage 1 (Mixed styles)</b> Unit theme- Exploring & developing playing skills		<b>Classroom Jazz 1 (Bossa Nova and Swing)</b> Unit theme- Jazz and Improvisation	<b>Classroom Jazz 2 (Bacharach and Blues)</b> Unit theme- Jazz, improvisation and composition
<b>In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</b> Unit theme-How to be in the groove with different styles of music.	<b>I Wanna Play in a Band (Rock)</b> Unit theme- Playing together in a band	<b>Three Little Birds (Reggae)</b> Unit theme- Reggae and animals		<b>Make You Feel My Love (Pop Ballads)</b> Unit theme- Pop Ballads	<b>A New Year Carol (Classical or Urban Gospel)</b> Unit theme- Benjamin Britten's music and cover versions
<b>Round and Round (Bossa Nova)</b> Unit theme-Pulse, rhythm and pitch in different styles of music.	<b>Zootime (Reggae)</b> Unit theme- Reggae and animals	<b>The Dragon Song (A Pop song that tells a story)</b> Unit theme- Music from around the world, celebrating our differences and being kind to one another		<b>The Fresh Prince of Bel-Air (Old-School Hip-Hop)</b> Unit theme- Old School Hip-Hop	<b>You've Got A Friend (70s Ballad/Pop)</b> Unit theme- The music of Carole King
<b>Your Imagination (Pop)</b> Unit theme-Using your imagination.	<b>Friendship Song (Pop)</b> Unit theme- A song about being friends	<b>Bringing Us Together (Disco)</b> Unit theme- Disco, friendship, hope and unity		<b>Dancing in the Street (Motown)</b> Unit theme- Motown	<b>Music and Me</b> Unit theme- Create your own music inspired by your identity and women in the music industry
<b>Reflect, Rewind &amp; Replay(Classical)</b> Unit theme-The history of music, look back and consolidate your learning, learn some of the language of music	<b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music	<b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music		<b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn	<b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music



## EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised into seven areas of learning rather than subject areas, having said this, the skills taught in EYFS feed into National Curriculum subjects.

This table outlines the most relevant statements taken from the EYFS statutory framework and Development Matters . These are the prerequisite knowledge and skills for Music within the National Curriculum.

The most relevant statements for music are taken from the following areas of learning: ‘Communication and Language’ and ‘Expressive Arts and Design’. These are planned for and delivered through discrete ‘Expressive Arts and Design’ teaching sessions but are also incorporated into ‘Choosing to Learn time’.

<b>Reception</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>ELG</b>	Expressive Arts and Design-Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

## Key Stage One: Knowledge, skills and concepts progression

Introduced in Year One and consolidated in Year Two

<b>Listen and appraise</b>	<ul style="list-style-type: none"> <li>-five songs off by heart.</li> <li>-some songs have a chorus or a response/answer part.</li> <li>-that songs have a musical style.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>- that music has a steady pulse, like a heartbeat.</li> <li>-that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>-rhythms are different from the steady pulse.</li> <li>-we add high and low sounds, pitch, when we sing and play our instruments</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>-to confidently know and sing five songs from memory.</li> <li>-that unison is everyone singing at the same time.</li> <li>-songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>- why we need to warm up our voices.</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>-the names of the notes in their instrumental part from memory or when written down.</li> <li>- know the names of untuned percussion instruments played in class</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>- improvisation is making up your own tunes on the spot.</li> <li>-when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-everyone can improvise, and you can use one or two notes.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>-that composing is like writing a story with music.</li> <li>-that everyone can compose</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>-a performance is sharing music with an audience.</li> <li>- a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>- an audience can include your parents and friends.</li> </ul>

## Key Stage Two: Middle Years Progression

	Year 3	Year 4
<b>Listen and appraise</b>	<ul style="list-style-type: none"> <li>- five songs from memory and who sang them or wrote them.</li> <li>- the style of the five songs.</li> <li>-to choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>▪ Its lyrics: what the song is about</li> <li>▪ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>▪ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>▪ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<p>During the year the children will be having whole class instrumental tuition on the Ukulele and Cornet, taught by specialist teachers from Dudley Performing Arts.</p> <p>Children will be taught about the musical elements (pitch, rhythm, melody, timbre, dynamics, duration and timbre) through the course of learning their instruments and will read musical notation.</p> <p>Children will be assessed according to their progress and ability on their instruments.</p>
<b>Games</b>	<ul style="list-style-type: none"> <li>-how to find and demonstrate the pulse.</li> <li>-the difference between pulse and rhythm.</li> <li>-how pulse, rhythm and pitch work together to create a song.</li> <li>-that every piece of music has a pulse/steady beat. –</li> <li>-the difference between a musical question and an answer.</li> </ul>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>- singing in a group can be called a choir</li> <li>- that a leader or conductor is a person who the choir or group follow</li> <li>- that songs can make you feel different things e.g. happy, energetic or sad</li> <li>-singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>-why you must warm up your voice</li> </ul>	
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>- to know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</li> </ul>	
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>-that improvisation is making up your own tunes on the spot</li> <li>-when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>-that using one or two notes confidently is better than using five</li> <li>-that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>-that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>-different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	
<b>Performance</b>	<ul style="list-style-type: none"> <li>-that performing is sharing music with other people, an audience</li> <li>-a performance doesn't have to be a drama! It can be to 1 person or to each other</li> <li>-you need to know and have planned everything that will be performed</li> <li>-you must sing or rap the words clearly and play with confidence</li> <li>-a performance can be a special occasion and involve an audience including of people you don't know</li> <li>-it is planned and different for each occasion</li> <li>-it involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	



## Key Stage Two: Upper Years Progression

	Year 5	Year 6
<b>Listen and appraise</b>	<p>-five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>-the style of the five songs and to name other songs from the Units in those styles.</p> <p>-to choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>▪ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>▪ The lyrics: what the songs are about</li> <li>▪ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>▪ Identify the main sections of the songs (intro, verse, chorus etc.)</li> </ul> <p>o Name some of the instruments they heard in the songs</p> <ul style="list-style-type: none"> <li>▪ The historical context of the songs. What else was going on at this time?</li> </ul>	<p>-five songs from memory, who sang or wrote them, when they were written and why?</p> <p>-the style of the songs and to name other songs from the Units in those styles.</p> <p>-to choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>▪ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>▪ The lyrics: what the songs are about</li> </ul> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <ul style="list-style-type: none"> <li>▪ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>▪ Name some of the instruments used in the songs</li> <li>▪ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>▪ Know and talk about that fact that we each have a musical identity</li> </ul>
<b>Games</b>	<p>-how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>-how to keep the internal pulse</p> <p>-about musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>-how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>-how to keep the internal pulse</p> <p>-about musical leadership: creating musical ideas for the group to copy or respond to</p>
<b>Singing</b>	<p>-to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>-to choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>▪ Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>▪ To know what the song is about and the meaning of the lyrics</li> <li>▪ To know and explain the importance of warming up your voice</li> </ul>	<p>-to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>-about the style of the songs so you can represent the feeling and context to your audience</p> <p>-to choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>▪ Its main features</li> <li>▪ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>▪ what the song is about and the meaning of the lyrics</li> <li>▪ explain the importance of warming up your voice</li> </ul>
<b>Playing instruments</b>	<p>-different ways of writing music down – e.g. staff notation, symbols</p> <p>-the notes C, D, E, F, G, A, B + C on the treble stave</p>	<p>-different ways of writing music down – e.g. staff notation, symbols</p> <p>-the notes C, D, E, F, G, A, B + C on the treble stave</p>

	-the instruments they might play or be played in a band or orchestra or by their friends	-the instruments they might play or be played in a band or orchestra or by their friends
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>-that improvisation is making up your own tunes on the spot</li> <li>-that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-that using one or two notes confidently is better than using five</li> <li>-that if you improvise using the notes you are given, you cannot make a mistake</li> <li>-that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>-facts about three well-known improvising musicians</li> </ul>	<ul style="list-style-type: none"> <li>-that improvisation is making up your own tunes on the spot</li> <li>-that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-that using one, two or three notes confidently is better than using five</li> <li>-that if you improvise using the notes you are given, you cannot make a mistake - that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>-three well-known improvising musicians</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>-that a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>-that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>-that notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>- composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>-that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>-that notation: recognise the connection between sound and symbol</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>-that performing is sharing music with other people, an audience</li> <li>-that performance doesn't have to be a drama! It can be to one person or to each other</li> <li>-everything that will be performed must be planned and learned</li> <li>-you must sing or rap the words clearly and play with confidence</li> <li>-a performance can be a special occasion and involve an audience including of people you don't know</li> <li>-it is planned and different for each occasion</li> <li>-a performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>-that performing is sharing music with an audience with belief</li> <li>-performance doesn't have to be a drama! It can be to one person or to each other</li> <li>-everything that will be performed must be planned and learned</li> <li>-you must sing or rap the words clearly and play with confidence</li> <li>-performance can be a special occasion and involve an audience including of people you don't know</li> <li>-it is planned and different for each occasion</li> <li>-performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>