



Hunton & Arrathorne Community Primary School

## Curriculum Document: Music



## INTENT - The Music Curriculum

Hunton & Arrathorne Community Primary School is a musical school; pupils love music and are successful at it. As well as the curriculum diet, pupils are exposed to musical events throughout the year including our popular Spring Concert and spectacular end of year musical productions. Pupils come together weekly for a singing assembly, take part in regular musical productions and have the opportunity to learn a musical instrument through our links with the NYCC music service. Many pupils further their interest and study of Music privately and at home.

At our school, children gain a thorough understanding of what music is by playing, listening, composing, analysing and evaluating across a wide variety of styles, traditions, genres and historical periods. We are committed to ensuring children are exposed to all types of music and making our curriculum spark interest in the subject, which the children take with them throughout their life. We are committed to ensuring children have access to a range of musical styles and see music as a form of creative expression.

Children's exposure to culturally important music is further explored through 'Music of the Week' which covers a range of genre, artists and eras.

We strive to ensure our children access and receive an enriched musical experience – part of our H&A '36 before Y6' involves children attending a concert, performing on a theatre stage and attending a professional theatre production.

## IMPLEMENTATION-The Music Curriculum

<b>Interrelated Dimensions of Music</b>		
<b>1. Pulse</b>	<b>2. Rhythm</b>	<b>3. Pitch</b>
<b>4. Tempo</b>	<b>5. Dynamics</b>	<b>6. Timbre</b>
<b>7. Texture</b>	<b>8. Structure</b>	<b>9. Notation</b>

The music curriculum ensures students sing, listen, play, perform and evaluate. Music is taught through the Sparkyard Music Schools programme from Reception – Year 6. In addition to our music curriculum, the children also develop instrumental skills through specialist music teaching from North Yorkshire Music Service.

Music is embedded in the classroom activities (formal music lessons) as well as the weekly singing assemblies, concerts and performances, extra-curricular activities and the learning of musical instruments. Pupils have the opportunity to perform at least three times per year, culminating in a staged musical production in the summer. Appreciation of music is further developed through ‘Music of the Week’ which is promoted in assemblies and incorporates the very best of what has been written and performed. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument progressively, also building on their understanding of musical notation.

Substantive knowledge in Music focuses on developing children’s knowledge and skills in order for them to become competent musicians. This is achieved through deliberate practice and learning about music from a range of genres, styles, periods and artists.

Disciplinary knowledge brings in the nine interrelated dimensions of music (above) and how this is used when singing, composing, improvising and playing.

Music lessons are taught weekly and, combined with our singing assembly, we ensure pupils have at least one hour of music per week.

## IMPLEMENTATION – Appraisal

*‘Music of the Week’ offers pupils the opportunity for pupils to explore the best of what has been thought and said in the musical world. Previous ‘Music of the Week’ pieces have included:*

	Genre	Artist	Title
<b>Music of the Week</b> <b>(Sample)</b>	Rhythm & Blues	John Legend Feat. Arianna Grande	Tale as old as Time
	Ska	Madness	Baggy Trousers
	Pop	Kylie Minogue	I Should Be So Lucky
	Classical	Wolfgang Amadeus Mozart	Eine Kleine Nachtmusik
	Boy Bands	Take That	Never Forget
	Legendary Women	Aretha Franklin	Respect
	Brit-Pop	Stone Roses	Waterfall
	Blues	Etta James	At Last
	Pop Punk	Pink	Time
	Rock and Roll	Elvis Presley	Jailhouse Rock
	Northern Soul	Massive Attack	Unfinished Symphony
	Dance	Pet Shop Boys	Go West
	Show Tunes	Les Misérables	One Day More

## IMPLEMENTATION – Performance

	Autumn	Spring	Summer
Opportunities for performance	Rec – Year 6 Harvest Celebration Rec – Year 2 Nativity Performance Rec – Year 6 Christingle Service	Rec – Year 6 Spring Concert Rec – Year 6 Easter Labyrinth	Rec – Year 6 Class Assemblies Year 2- Year 6 Musical  (Previous performances have included 'Annie', 'Joseph & The Amazing Technicolour Dreamcoat', 'Olivia' and 'The Jungle Book')

## IMPLEMENTATION – Learning from Professionals & Amateurs

Alongside our curriculum offer, opportunities for pupils to watch and appraise professional and amateur musicians are timetabled into the curriculum. For example, pupils had the opportunities to watch a recorder troupe perform, professional brass quartet 'Backchat Brass', visit the theatre to watch a pantomime and Upper Key Stage 2 pupils attended a West-End show. Peripatetic music teachers visit school weekly to work alongside individuals and groups and occasionally attend assemblies.

## IMPLEMENTATION – Extra-Curricular Clubs

As part of our well-planned extra-curricular programme, pupils have the opportunity to attend musical clubs throughout the year. Currently, pupils in Upper Key Stage 2 may attend Advanced Recorder Club and pupils from Year 2 – Year 4 attend Handbell Club. We also host a 'Music Makers' club where children can create their own compositions as well as 'Singing Club' and 'Choir'.

## IMPLEMENTATION – Music Long-Term Planning

	Autumn	Spring	Summer
<b>Reception</b>	My Musical Classroom	Musical Patterns & Performing	Sound Stories
<b>Year 1</b>	Move to the Beat – Exploring Pulse & Rhythm	Exploring Sounds	High & Low – Exploring Pitch
<b>Year 2</b>	Time to Play – Exploring Pulse & Rhythmic Patterns	Musical Moods & Pictures	Patterns with Pitch – Exploring Pitch & Melody
<b>Year 3 / 4 (Year A)</b>	Playing with Rhythm – Playing Together & Rhythmic Structures	Musical Contrasts	Melody Builders – Exploring Melodies & Song Structures
<b>Year 3 / 4 (Year B)</b>	Here It, Play It! Exploring Rhythmic Patterns	Painting Pictures with Sounds	Sing, Play, Notate!
<b>Year 5 / 6 (Year A)</b>	We've Got Rhythm – Rhythmic Devices & Structure	Musical Effects & Moods	Celebrating Songs
<b>Year 5 / 6 (Year B)</b>	Rhythm Builders – Exploring Rhythmic Layers	Music and Words	Song Ingredients – Exploring Melody, Harmony & Lyrics

## IMPLEMENTATION – Music in EYFS

### Why do we teach Music? Why do we teach it the way we do?

At Hunton & Arrathorne Primary School our Music Curriculum in the Early Years Foundation stage intends to inspire creativity, self-expression and confidence. We aim to develop the children's knowledge and appreciation of music from different period, genres, traditions and styles. A love of music is fostered through exposing children to diverse musical experiences, composing using percussion instruments, finding their voices as singers and developing their confidence as performers.

### What do we teach? What does this look like?

At our school, we believe music is a unique way of communicating that can inspire and motivate children. The children's music journey begins by encouraging them to explore making different sounds in different ways, listen and respond to a range of music and sing songs and nursery rhymes. In Reception we have adopted the 'Sparkyard' music scheme as we believe in a practical, exploratory and child led approach to musical learning. The children engage in weekly sessions to develop their understanding of music. The children are exposed to music of different periods, genres, traditions and styles. In the Early Years Foundation there are continuous provision areas where the children have access to a range of quality resources. It is in these areas where the children develop their love of music, creating their own compositions and perform for each other. It also ensures that children acquire the musical vocabulary and skills to develop their ability to compose and play music. The children experience performing to a wider audience in our Christmas nativity plays.

### What will this look like? By the time children leave our EYFS they will able to:

#### Expressive Arts and Design

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

# IMPLEMENTATION – Music Progression

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	Confidently sing simple songs and join in with familiar rhymes and actions.	Sing simple songs and chants, focusing on accurate pitch.  Use voices expressively and creatively in singing.	Continue to sing simple songs and chants with increasing pitch accuracy.  Begin to sing in unison with others and maintain a steady tempo	Sing songs with increasing pitch accuracy and vocal control.  Begin to sing in rounds.	Sing songs with greater pitch accuracy and control.  Begin to sing simple harmonies.  Demonstrate awareness of phrasing and dynamics.	Sing with increasing confidence, control, and expression.  Perform songs with multiple parts, including simple harmonies.	Sing confidently and expressively with strong control.  Perform complex songs with multiple parts and harmonies.  Demonstrate understanding of vocal techniques and breathing to support singing.
<b>Playing</b>	Explore and play instruments to create different sounds.	Explore and control sound using tuned and untuned instruments. Maintain a steady pulse using percussion instruments.	Play tuned and untuned instruments musically with increased control. Develop ability to maintain a steady pulse and play simple instrumental patterns.	Play instruments with increasing accuracy and control. Maintain a steady beat using percussion instruments.	Play simple rhythmic patterns with accuracy. Explore playing melodies on tuned instruments.	Play instruments with increasing fluency and accuracy. Begin to interpret and perform from standard notation.	Play instruments fluently and accurately with confidence. Interpret and perform confidently from standard notation. Maintain individual parts within a group performance.
<b>Appraising</b>	Listen to music and talk about what they like.	Explore and control sound using tuned and untuned instruments. Maintain a steady pulse using percussion instruments.	Play tuned and untuned instruments musically with increased control. Develop ability to maintain a steady pulse and play simple instrumental	Play instruments with increasing accuracy and control. Maintain a steady beat using percussion instruments.	Play simple rhythmic patterns with accuracy. Explore playing melodies on tuned instruments.	Play instruments with increasing fluency and accuracy. Begin to interpret and perform from standard notation.	Play instruments fluently and accurately with confidence. Interpret and perform confidently from standard notation. Maintain individual parts within a group performance.
<b>Composing</b>	Create simple musical ideas using sounds, instruments or voice.	Listen to a variety of high-quality live and recorded music. Respond to music	Identify different moods and dynamics in music.	Listen with attention to detail and begin to recall sounds from memory.	Discuss musical elements such as pitch, tempo, and dynamics	Analyse and evaluate music using appropriate musical terminology.	Understand and explain the historical and cultural context of music studied.

		through movement and simple discussion.	Begin to describe music using simple vocabulary.	Identify common instruments heard in music.	using appropriate vocabulary. Compare different pieces of music and express preferences.	Identify and discuss the use of musical elements	Provide detailed evaluations of music, supporting opinions with clear reasons.
<b>Improvising</b>	Make up rhythms and melodies independently or with others.	Experiment with creating simple rhythmic patterns using body percussion and instruments. Combine a small number of sounds to create short musical pieces.	Use simple graphic symbols to represent sounds in their compositions. Begin to combine sounds with a sense of order to make music with a clear structure.	Create simple melodies and rhythms using tuned and untuned instruments. Begin to organize musical ideas within simple, given structures.	Use basic musical notation to record their compositions. Develop melodies and rhythmic patterns with increasing control and creativity.	Compose music for a range of purposes and audiences. Develop musical ideas within simple structures (e.g., binary, ternary forms).	Use technology and software to enhance and refine compositions. Create complex compositions demonstrating control over musical elements and structure.
<b>Performing</b>	Perform songs and music to others with growing confidence.	Improvise simple rhythmic patterns using voices and body percussion. Explore making sounds with different timbres.	Improvise simple rhythmic and melodic patterns using voices and tuned/untuned instruments. Explore dynamics and expressiveness in sounds. Engage in call-and-response activities.	Improvise simple rhythmic and melodic patterns using voices and instruments. Experiment with different musical elements such as dynamics and tempo to create effects.	Develop improvisations within a given musical structure. Explore using a wider range of instruments and sounds to improvise.	Improvise with confidence using a range of musical elements (e.g., pitch, rhythm, dynamics). Develop improvisations into more structured short compositions.	Collaborate effectively with others to create and perform group improvisations. Refine and extend improvisations into polished musical ideas.
<b>Notation</b>	Recognise and use simple musical symbols and patterns.	Understand and use basic symbols to represent sounds. Recognize symbols for silence (rests) and sound.	Begin to read simple rhythmic patterns using graphic notation. Reinforce understanding of symbols for silence (rests) and sound.	Read and write simple rhythmic notation. Understand the value of notes and rests.	Read and write simple melodic notation. Use standard notation to record and interpret music.	Read and interpret complex rhythmic notation. Understand key signatures	Read and interpret complex melodic notation. Understand time signatures and other musical symbols.

# IMPLEMENTATION – EYFS

Reception		
Autumn: My Musical Classroom	Spring: Musical Patterns and Performing	Summer: Sound Stories
<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to add actions and movements to songs.</li> <li>- Move to the pulse of the music.</li> <li>- Take part in a call and response chant.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Recognise loud and quiet sounds.</li> <li>- Recognise and name classroom percussion instruments.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Recognise a high and low pitch</li> <li>- Follow a simple notation (using pictures or symbols).</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- start</li> <li>- stop</li> <li>- copy</li> <li>- rock</li> <li>- loud</li> <li>- quiet</li> <li>- tap</li> <li>- shake</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- quiet</li> <li>- loud</li> <li>- quick</li> <li>- slow</li> <li>- long</li> <li>- short</li> <li>- pulse</li> <li>- percussion instruments</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- high</li> <li>- low</li> <li>- loud</li> <li>- quiet</li> <li>- tambourine</li> <li>- shakers</li> </ul>
<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- West African Dance and Norwegian Ice</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Fossils (Carnival of the Animals) and Don't Stop Me Now (Freddie Mercury)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p>

# IMPLEMENTATION – KS1

Year 1			Year 2		
Autumn: Move to the Beat – Exploring Pulse through Rhythm	Spring: Exploring Sounds	Summer: High and Low – Exploring Pitch	Autumn: Time to Play – Exploring Pulse and Rhythmic Patterns	Spring: Musical Moods and Pictures	Summer: Patterns with Pitch – Exploring Pitch and Melody
<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Know how to recognise pulse, matching movements to music.</li> <li>- Know the different ways to play percussion instruments.</li> <li>- Know how to add a simple instrumental accompaniment</li> </ul>	<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Know how to compose short sound sequences to tell a story.</li> <li>- Know how sounds can be produced in different ways using voices and instruments.</li> <li>- Recognise how composers use dynamics, tempo and timbre to reflect a character or feeling.</li> </ul>	<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Know how to identify and describe pitch.</li> <li>- Identify and copy simple pitch patterns to play simple listening games.</li> <li>- Compose pitch patterns and represent them using simple graphic notation.</li> </ul>	<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Learn to recognise pulse and rhythm.</li> <li>- Create simple 4 beat rhythms and represent using graphic notation.</li> <li>- Learn to recognise the difference between pulse and rhythm.</li> </ul>	<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Know how songs and music communicate different emotions.</li> <li>- Learn to follow and give simple musical instructions.</li> <li>- Investigate different ways to express the mood of a song – adding facial expressions and changing voices.</li> </ul>	<p><b>Sticky Learning:</b></p> <ul style="list-style-type: none"> <li>- Learn to play simple melodies using tuned percussion.</li> <li>- Recognise pitch and timbre of instruments.</li> <li>- Describe pitch and timbre of instruments.</li> </ul>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- pulse</li> <li>- tempo</li> <li>- faster</li> <li>- slower</li> <li>- conductor</li> <li>- percussion instruments</li> <li>- longer</li> <li>- shorter</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- smooth</li> <li>- spiky</li> <li>- volume</li> <li>- texture</li> <li>- lyrics</li> <li>- notation</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- pitch</li> <li>- high</li> <li>- low</li> <li>- higher</li> <li>- lower</li> <li>- melody</li> <li>- chime bar</li> <li>- perform</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- dynamic</li> <li>- echo</li> <li>- structure</li> <li>- layer</li> <li>- improvise</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- emotion</li> <li>- fast</li> <li>- slow</li> <li>- minor</li> <li>- conductor</li> <li>- scrape</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- legato</li> <li>- staccato</li> <li>- piano (p)</li> <li>- forte (f)</li> <li>- pluck</li> </ul>
<p><b>Key Pieces of Music:</b></p> <ul style="list-style-type: none"> <li>- Radetzky March (Strauss), Mattachins (Warlock) and South African Gumboot Dancing / North Indian Kathak Dance</li> </ul>	<p><b>Key Pieces of Music:</b></p> <ul style="list-style-type: none"> <li>- Flight of the Bumblebee and The William Tell Overture</li> </ul>	<p><b>Key Pieces of Music:</b></p>	<p><b>Key Pieces of Music:</b></p> <ul style="list-style-type: none"> <li>- March to the Beat</li> </ul>	<p><b>Key Pieces of Music:</b></p> <ul style="list-style-type: none"> <li>- Can Can (Offenbach) and Fanfarra Cabua-le-le</li> </ul>	<p><b>Key Pieces of Music:</b></p> <ul style="list-style-type: none"> <li>- Just Five Notes</li> </ul>

## IMPLEMENTATION – LKS2

Year A			Year B		
Autumn: Playing with Rhythm – Playing Together and Rhythmic Structures	Spring: Musical Contrasts	Summer: Melody Builders – Exploring Melodies and Sound Structures	Autumn: Hear It, Play It! Exploring Rhythmic Patterns	Spring: Painting Pictures with Sounds	Summer: Sing, Play, Notate!
<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Develop ensemble skills, learning to perform together rhythmically.</li> <li>- Know how to play from a range of rhythmic notations performing as a class or small groups.</li> <li>- Know how to compose in a rhythmic framework [e.g. writing lyrics to fit a melody].</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how instruments can be grouped and classified in different ways.</li> <li>- Know how to explore instrumental timbres.</li> <li>- Identify changes in tonality, developing recognition of major and minor chords.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to describe and internalise pitch and use their ‘thinking voice’.</li> <li>- Know how to compose melodies and record using graphic and letter notation.</li> <li>- Contribute to a class performance with increased confidence.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Identify and play rhythm using body percussion and instruments.</li> <li>- Perform call and response songs and compose their own call and response.</li> <li>- Know how to compose simple rhythmic patterns using graphic notation.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to identify and describe the dimensions which make up music.</li> <li>- Know how to create suitable music to accompany song lyrics and poetry.</li> <li>- Know how to create and organise music with layers of musical sound (texture) and represent using graphical notation.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to identify and describe the direction of pitch in simple melodies.</li> <li>- Explore the pentatonic scales.</li> <li>- Perform music for a performance.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- semi-breve</li> <li>- crotchet</li> <li>- minim</li> <li>- ostinato</li> <li>- beat box</li> <li>- polyrhythms</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- orchestra</li> <li>- strings</li> <li>- woodwind</li> <li>- brass</li> <li>- major</li> <li>- Minor</li> <li>- Call and response</li> <li>- Timbre</li> <li>- AB structure</li> <li>- Rondo</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- presto</li> <li>- tempo</li> <li>- largo</li> <li>- cumulative structure</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- duration</li> <li>- pulse</li> <li>- body percussion</li> <li>- call and response</li> <li>- improvise</li> <li>- graphic score</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- dynamics - piano and forte</li> <li>- instrumentation</li> <li>- staccato</li> <li>- legato</li> <li>- articulation</li> <li>- timbre</li> <li>- atmosphere</li> <li>- sound-effect</li> <li>- soundtrack</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- ascending</li> <li>- descending</li> <li>- pitch</li> <li>- graphic notation</li> <li>- pentatonic</li> <li>- ostinato</li> </ul>
<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Harvest Samba</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- The Young Person’s Guide to the Orchestra (Benjamin Britain)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- The Magic Flute (Mozart)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Hound Dog (Elvis Presley) and Rock Around the Clock (Bill Haley and His Comets)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Winter from the Four Seasons (Vivaldi)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- March of the Trolls (Greig) and There’s No Business Like Showbusiness (Irving Berlin)</li> </ul>

# IMPLEMENTATION – UKS2

Year A			Year B		
Autumn: We've Got Rhythm – Rhythmic Devices and Structure	Spring: Musical Effects and Moods	Summer: Celebrating Songs	Autumn: Rhythm Builders – Exploring Rhythmic Layers	Spring: Music and Words	Summer: Song Ingredients – Exploring Melody, Harmony and Lyrics
<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Explore time signatures and through songs and collaborative rhythm games, get a feel for six / eight rhythms.</li> <li>- Know how to identify changes in time signature.</li> <li>- Perform rhythms expressively, experimenting with vocal and instrumental effects by varying articulation, dynamics and timbre.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how consonant and dissonant sounds in harmony can create moods and atmosphere.</li> <li>- Develop improvisation skills when using vocals and instrumental sounds.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how composers use the inter-related dimensions to communicate the message of a song.</li> <li>- Know how to identify and describe melodic sequences in songs.</li> <li>- Take a prominent role in performing for a specific occasion.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Develop ensemble skills</li> <li>- Develop their understanding of rhythm and rhythmic notation with increasing accuracy.</li> <li>- Explore time signatures learning to feel the difference between three and four beats in a bar.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to explore songs and musical activities to develop understanding of the interrelated dimensions of music.</li> <li>- Know about musical styles such as jazz and influential musicians.</li> <li>- Improvise rhythmic and melodic patterns to a four-beat pulse.</li> </ul>	<p><b><u>Sticky Learning:</u></b></p> <ul style="list-style-type: none"> <li>- Know how songs can reflect the time and place in which they are written.</li> <li>- Contribute to a class performance with increased confidence.</li> <li>- Develop understanding of intervals, scales and chords.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- time signature</li> <li>- rhythmic pattern</li> <li>- solo</li> <li>- verse</li> <li>- accent</li> <li>- samba</li> <li>- rap</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- improvisation</li> <li>- timbre</li> <li>- tempo – presto and andante</li> <li>- notation</li> <li>- interval</li> <li>- octave</li> <li>- harmony</li> <li>- melody</li> <li>- articulation</li> <li>- motif</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- lyrics</li> <li>- tonality</li> <li>- repetition</li> <li>- scale</li> <li>- chromatic</li> <li>- romantic Period</li> <li>- chord</li> <li>- chord Sequence</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- time signature</li> <li>- canon</li> <li>- rhythm</li> <li>- dynamics</li> <li>- romantic period</li> <li>- motif</li> <li>- conductor</li> <li>- Mozart</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- dynamics</li> <li>- crescendo</li> <li>- diminuendo</li> <li>- rallentando</li> <li>- sforzando</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- round</li> <li>- canon</li> <li>- unison</li> <li>- triad</li> <li>- interval</li> <li>- bassline</li> <li>- jingle</li> </ul>
<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Fiesta! Latin American Rhythms</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Film Music (John Williams)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- This is the Blues and When We Celebrate</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Bolero (Ravel)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Bee Bop Scat (Ella Fitzgerald)</li> </ul>	<p><b><u>Key Pieces of Music:</u></b></p> <ul style="list-style-type: none"> <li>- Traditional Songs</li> </ul>

# IMPLEMENTATION – What a Music lesson looks like...

Each lesson begins with a warm-up game linked to the interrelated dimensions of Music.



This is followed by a notation activity linked to our progression in notation document.



The front sheet is explored so children can see the learning in sequence.



We follow the lesson plan from Sparkyard.



A reflection using interrelated dimensions and the poster.



Throughout the lesson, are there opportunities for children to read as musicians?



## IMPLEMENTATION – Reading as Musicians...

As Lifelong Readers, we want to inspire our children to 'read as musicians'. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high quality texts in line with their current topic in music. Please see a sample of our core texts for Music below.



## IMPACT- The Music Curriculum

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.

