

## Music Curriculum

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

### Overview of Music Content

SONG TITLES linking to Curriculum Overviews for each year group.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Seasons	Away in a Manger	Animal Song	Healthy eating song	Special Me	Digging the Garden
Year 1	Transport Song	Little Donkey	Djembes- Kye Kye Kule	We need plants	Animal Song	Aiming High
Year 2	Materials	Must be Santa	Djembes – Kye Kye Kule	Good to be me	One World together	BBQ Blues
Year 4	Electricity	Sparkle and Shine	Just like a Roman	Food Groups are rockin tonight	Don't look back in Anger	Tutankhamun STOMP
Year 5	SAMBA	Santa is coming for us	Forces Song	Be kind online	Earth, Space and all the jazz	Wish
Year 6	Viking Rock	When Christmas comes to town SAMBA	Dumba	Healthy Food Rap	STOMP	END OF YEAR Performance

Highlighted are use of large instruments

**'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.'**

*The National Curriculum for music.*

Masefield's music curriculum is delivered in partnership with Alfa Education. Alfa are trained specialists in the planning and teaching of music and we work very closely with them to ensure our music provision is of the best quality we can provide. As part of our music curriculum, we use the Alfa 'Music in one song' approach, this allows pupils to base their learning on one song which they perform over the half term. They can then use this song as a basis for their learning incorporating our music policy, the national curriculum, the three pillars of learning (technical, constructive and expressive) and the inter-related dimensions of music, these include:

Pitch – The melody and the way the notes change.

Pulse – The steady beat of a piece of music.

Musical notation – reading and understanding sheet music.

Dynamics Structure – The way the music is laid out e.g. verse chorus and how it should be played e.g. loud or soft. Tempo – Is the music fast or slow?

Texture – The layers of sound e.g. the number of voices or instruments playing together.

Timbre – The type of sound e.g. whisper/hum/sing with voices or hard/twinkly/soft with instruments.

'Music is the dominant language of every lesson with singing and the song at the core of the learning. High-quality vocal work is used throughout every aspect of musical activity and in every key phase. Lessons are planned carefully and matched to the pupils' experiences, needs, interests, abilities and ages. A culture of whole-school singing and listening are embedded via weekly curriculum music lessons. Children's understanding of music is focused upon developing their knowledge and skills through the core musical activities of making music as performers, composers and improvisers and responding critically and in an informed way to music from a range of genres, cultures and traditions.' (Alfa Music Education)

To extend pupil development we also focus on three composers each year to promote a love of music and an understanding of music history, including the period in which each composer lived and wrote their music. Composers have been chosen with careful consideration given to cultural diversity, ethnicity and gender which we feel is important for our culturally diverse school and ensures musical learning is inclusive and relevant.

Pupils will add breadth to their learning, demonstrate a knowledge of diverse musical styles and performances and develop links with their own practical music making through lessons, choir or band rehearsals in school. Each year group will study three composers from various genres as outlined below.

	Autumn Term		Spring Term		Summer Term	
	Classical & Ragtime Music		Contemporary Music		Film & Theatre Music	
<b>1</b>	<b>W. A. Mozart</b> <b>(Austria)</b> <b>1756-1791</b>	<a href="https://youtu.be/z2Vhlm7L2Rc">https://youtu.be/z2Vhlm7L2Rc</a> Queen of the Night Aria (The Magic Flute)	Kerry Andrew (England)  Classical/ Jazz/ Choral	<a href="https://youtu.be/7T_UUpJt8wc">https://youtu.be/7T_UUpJt8wc</a>  No Place Like	Alan Menken	<a href="https://youtu.be/a7tAPh06klg">https://youtu.be/a7tAPh06klg</a> Suite from Aladdin
		<a href="https://youtu.be/YT_63UntRJE">https://youtu.be/YT_63UntRJE</a> Clarinet Concerto				<a href="https://youtu.be/pLiIBCAYsZg">https://youtu.be/pLiIBCAYsZg</a> Beauty and the Beast
<b>2</b>	<b>Pyotr Ilyich Tchaikovsky</b> <b>(Russia)</b> <b>1840-1893</b>	<a href="https://youtu.be/zV1qLYukTH8">https://youtu.be/zV1qLYukTH8</a> Dance of the Sugar Plum Fairy (Nutcracker Suite)	Nitin Sawhney (England)  Drum & Bass/Electonica/Asian Underground	<a href="https://youtu.be/Ut5tmVJGrL4">https://youtu.be/Ut5tmVJGrL4</a>  Homelands	Leonard Bernstein	<a href="https://youtu.be/NF1L3NorO3E">https://youtu.be/NF1L3NorO3E</a> 'West Side Story' Trailer
		<a href="https://youtu.be/ChOnhxe-Vm0">https://youtu.be/ChOnhxe-Vm0</a> Swan Lake Ballet (Matthew Bourne)				
<b>3</b>	<b>Florence Price</b> <b>(Arkansas, USA)</b> <b>1887-1953</b>	<a href="https://youtu.be/9s4yYA2A2k">https://youtu.be/9s4yYA2A2k</a> Symphony No.1 in E minor	Kaija Saariaho (Finland)  Opera/Electronic/ Orchestral	<a href="https://youtu.be/MIOANAO7xJo">https://youtu.be/MIOANAO7xJo</a>  Asteroid 4179 Toutatis	Hans Zimmer	<a href="https://youtu.be/KvdiMj8ei7Q">https://youtu.be/KvdiMj8ei7Q</a> The Pirates of the Caribbean
						<a href="https://youtu.be/rq-essJuk20">https://youtu.be/rq-essJuk20</a> Batman The Dark Knight
<b>4</b>	<b>Samuel Coleridge-Taylor</b> <b>(England)</b> <b>1875-1912</b>	<a href="https://youtu.be/pkqaSqwHlsw">https://youtu.be/pkqaSqwHlsw</a> Hiawatha's Wedding Overture	Jessie Montgomery (NY, USA)  Classical/Jazz/ Choral	<a href="https://youtu.be/UiZ1AqqJbRU">https://youtu.be/UiZ1AqqJbRU</a>  Breakaway III: Smoke	John Williams	<a href="https://youtu.be/EBatxZ90wag">https://youtu.be/EBatxZ90wag</a> Superman - Main Theme
						<a href="https://youtu.be/AaMqnYvzE2Q">https://youtu.be/AaMqnYvzE2Q</a> The Symphonic Suite from Harry Potter

5	<b>William Grant Still</b> (Mississippi, USA) 1895-1978	<a href="https://youtu.be/WAZByrG1dE0">https://youtu.be/WAZByrG1dE0</a> 'Africa' Symphonic Poem	Wynton Marsalis (New Orleans, USA)  Jazz/Blues	<a href="https://youtu.be/D9WnojshfA">https://youtu.be/D9WnojshfA</a>  Number 8	Stephen Schwartz	<a href="https://youtu.be/hT6uKW7HCQ">https://youtu.be/hT6uKW7HCQ</a> When You Believe  <a href="https://youtu.be/La--9ypLKvs">https://youtu.be/La--9ypLKvs</a> Never In A Million Years from Prince of Egypt
6	<b>Benjamin Britten</b> (England) 1913-1976	<a href="https://youtu.be/pbVRn3q3fEw">https://youtu.be/pbVRn3q3fEw</a> Young Person's Guide to the Orchestra	Sona Jobarteh (London/ Gambia)  World Music	<a href="https://youtu.be/Ig91Z0-rBfo">https://youtu.be/Ig91Z0-rBfo</a>  Kora Music	Tim Minchin	<a href="https://youtu.be/uN_62IO4zIk">https://youtu.be/uN_62IO4zIk</a>  Revolting Children from Matilda

## EYFS – Expressive Arts & Design/Physical Development

In the Early Years the progression in Music is taken from the EYFS statutory framework and Development Matters.

The most relevant statements for Music are taken from the following areas of learning:

<b>3 &amp; 4 Year Olds</b>	<p><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><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></ul> <p><u>Physical Development:</u></p> <ul style="list-style-type: none"><li>• Continue to develop their movement.</li><li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li></ul>
<b>Reception</b>	<p><u>Expressive Arts and Design:</u></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ul> <p><u>Physical Development:</u></p> <ul style="list-style-type: none"><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Develop the overall body strength, including dance.</li></ul>
<b>Early Learning Goals</b>	<p><u>Expressive Arts and Design:</u></p> <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>

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>EYFS</b>	Pupils are given the opportunities to: <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs,</li> <li>• like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> </ul>		Pupils are given the opportunities to: <ul style="list-style-type: none"> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds. Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <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>• Listen carefully to rhymes paying attention to how they sound.</li> </ul>		Pupils are given the opportunities to: <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> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</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>• Watch and talk about dance and performance art, 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>• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</li> </ul>	
<b>EYFS Topics</b>	Big Red Combine Harvester. Big Blue Tractor.  Nursey rhyme links: Heads, Shoulders, Knees and Toes. Miss Polly Had a Dolly  Aut Main Objective: To learn to control pulse & rhythm skills and active listening. To distinguish between chanting & singing voices.	'Christmas Songs' Focus on Performing  Nursey rhyme links: 5 Little Pumpkins. We wish you a Merry Christmas.	Nursery Rhyme Picture Book  Nursey rhyme links: Wee Willie Winkie. Jack and Jill Baa Baa Black Sheep  Spring Main Objective: To sing a simple song with multiple verses using props, actions, and instruments - with a final performance	Tiny Caterpillar Spider song  Nursey rhyme links: Farmer's in the Den. Mary had a Little Lamb.	Going on a picnic Dr Knickerbocker  Nursey rhyme links: There's a worm at the bottom of the garden. Very hungry caterpillar rhyme.  Summer Main Objective: To sing a song with an accumulative chant in the middle for solos. To explore use of chime bars and other instruments	Pirate Rap Under the Irish Sea  Nursey rhyme links: Hot cross buns. Three blind mice.
<b>EYFS Performance Opportunities:</b> Pupils take part in musical performances in school at the end of each term.						

## Knowledge and Skill Progression in Music at Key Stage 1

### National Curriculum for music at KS1

Pupils are 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.

### **KS1 Musical Learning**

- Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).
- Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.
- Join in and stop as appropriate.
- Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stop-ping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.
- Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.
- Respond to musical cues.
- Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.
- Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.
- Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.

**Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'**

## Knowledge and Skill Progression in Music at Lower KS2

### National Curriculum for music at KS2

Pupils are 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 are 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.

### **LKS2 Musical Learning**

- Use voice, sounds, technology and instruments in creative ways.
- Sing and play confidently and fluently, maintaining an appropriate pulse.
- Suggest, follow and lead simple performance directions.
- Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).
- Create simple rhythmic patterns, melodies and accompaniments.
- Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.
- Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.
- Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.

**Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'**

## Knowledge and Skill Progression in Music at Upper KS2

### National Curriculum for music at KS2

Pupils are 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 are 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.

### **UKS2 Musical Learning**

- Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.
- Maintain a strong sense of pulse and recognise and self-correct when going out of time.
- Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.
- Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)
- Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
- Create music which demonstrates understanding of structure and discuss the choices made.
- Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.
- Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.
- Critique own and others' work, offering specific comments and justifying these.
- As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.

**Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'**