

Music Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Creating & Composing: <i>Hey you!</i></p> 	<p>Singing & Performing</p> 	<p>Listening & Appraising: <i>Jurassic Park</i></p> 	<p>Singing & Performing: <i>Round & Round</i></p> 	<p>Playing: <i>Untuned</i></p> 	<p>Singing & Performing: <i>Sea Shanties</i></p> 
Year 2	<p>Listening & Appraising: <i>Peter and the Wolf</i></p> 	<p>Singing & Performing</p> 	<p>Creating & Composing: <i>Friendship</i></p> 	<p>Listening & Playing: <i>Reflect, rewind & replay</i></p> 	<p>Playing: <i>I Wanna be in a Band</i></p> 	<p>Listening & Appraising: <i>Flight of the bumble bee</i></p> 
Year 3	<p>Recorder Lessons</p> 	<p>Recorders & Singing</p> 	<p>Recorder Lessons</p> 	<p>Recorder Performance</p> 	<p>Listening & Appraising: <i>The Dragon Song</i></p> 	<p>Ukulele</p> 
Year 4	<p>Storms soundscape</p> 	<p>Christmas Singing</p> 	<p>Ukulele – Playing & Performing</p> 		<p>Listening & Appraising: <i>Lean on Me</i></p> 	<p>Improvise & Compose: <i>Mamma Mia</i></p> 
Year 5	<p>Listening & Appraising: <i>Ghanaian songs</i></p> 	<p>Christmas Singing</p> 	<p>Creating & Composing: <i>The Fresh Prince of Bel Air</i></p> 	<p>Listening & Appraising: <i>The Planets – Holst</i></p> 	<p>Ukulele Playing & Performing</p> 	<p>Singing & Playing: <i>Dancing in the Street</i></p> 
Year 6	<p>Creating & Composing: <i>Battle Soundscape</i></p> 	<p>Ukulele & Singing</p> 	<p>Ukulele</p> 	<p>Listening & Appraising: <i>Music From WWII</i></p> 		<p>Ukulele</p> 



Subject Intent

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At Ark Blacklands, we aim to foster a love of music in all our pupils. We intend for all children to leave us being able to play a musical instrument, compose, improvise and listen critically to a broad repertoire of music. **Singing is central to our music curriculum and all children have the opportunity to perform in front of an audience** both within and outside of school. Through learning music, children also develop habits of practice, resilience and teamwork.

Implementation

Children's love of music begins in the Early Years Foundation Stage, where children are provided with opportunities to sing songs and make music and be imaginative by representing their own ideas, thoughts and feelings through music.

Our KS1 and KS2 music curriculum is centred around 'Charanga', a music-based scheme, in which the children learn to sing and play instruments. They also have an opportunity to develop an understanding of pulse, rhythm and notation. Children learn to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are enthused and engaged in the wide variety of music activities.

Music lessons focus on playing, listening, performing and creating. Singing is at the heart of music making in the school and is an integral part of the music curriculum in every year group. Every pupil performs to the rest of the school at least once a year and every pupil gets an opportunity to perform to parents at least twice a year, at Christmas and in the summer term.

In year three, all pupils learn the recorder, learning musical notation and playing in solo and ensemble contexts. From year three to year six, the students develop their musical knowledge further by learning the ukulele. During this time, they learn to read and play chords, play and sing simultaneously, compose music in a group and improvise.

Children attend weekly singing assemblies where they have the opportunity to learn songs from a wide range of genres. This time is crucial to their musical education at school and is used to teach singing technique, expression of voice and key musical vocabulary such as rhythm, tempo, dynamics and pitch. The pupils are taught to listen to and sing back phrases of increasing complexity while KS2 singing assembly develops the texture of songs by introducing multiple parts and melodies.

The school choir is open to all pupils from year 4 to year 6 and rehearses weekly and performs regularly. In the past, the school choir has performed at the local theatre (The White Rock Theatre), local care homes and The Barbican Centre in London. Children can also participate in instrumental lessons at school which currently include: recorder, violin, clarinet, guitar and keyboard.

Opportunities to perform outside of school, within our local environment, ensure our children understand its significance and place within the wider world and that these excite and inspire children's thirst for knowledge and participation in this subject.

Assembly Overview – Listening & Singing

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	https://www.eastsussexonlinemusic.co.uk/freestyle/1314269-listening-centre/1311885-listening-calendar					
Charanga Listening Calendar	<p><i>The Blue Danube by Johann Strauss</i></p> <p><i>Colonel Bogey March by Kenneth Alford</i></p> <p><i>Love Me Tender by Elvis Presley</i></p> <p><i>When I saw her standing there by John Lennon</i></p> <p><i>Syncopated Clock by Leroy Anderson</i></p> <p><i>Hedwig's Theme from Harry Potter by John Williams</i></p> <p><i>Mbube performed by Soweto Gospel Choir</i></p>	<p><i>Our House by Madness</i></p> <p><i>Smoke on the Water by Deep Purple</i></p> <p><i>54-46 That's my number by Frederick Nathaniel Hibbert</i></p> <p><i>Symphony No 5 by Beethoven</i></p> <p><i>Happy by Pharrell Williams</i></p> <p><i>Sleigh Ride by Leroy Anderson</i></p>	<p><i>In the Groove by Joanna Mangona</i></p> <p><i>Suspicious Minds by Elvis Presley</i></p> <p><i>Our Day Will Come by Ruby and the Romantics</i></p> <p><i>Eine Kleine Nachtmusik - 1st Movement by Mozart</i></p> <p><i>Jammin' by Bob Marley</i></p>	<p><i>Bring Him Back Home by Hugh Masekela</i></p> <p><i>Rhapsody in Blue by George Gershwin</i></p> <p><i>Pick Up the Pieces by Average White Band</i></p> <p><i>In the Hall of the Mountain King from 'Peer Grynt' by Edvard Grieg</i></p> <p><i>'Spring' from The Four Seasons by Antonio Vivaldi</i></p>	<p><i>Montagues and Capulets from Romeo And Juliet by Sergei Prokofiev</i></p> <p><i>Ode to Joy by Beethoven</i></p> <p><i>Happy Birthday by Stevie Wonder</i></p> <p><i>Tubular Bells by Mike Oldfield</i></p> <p><i>Make You Feel My Love by Bob Dylan</i></p> <p><i>Eye of the Tiger by Survivor</i></p> <p><i>Fly Me to the Moon by Frank Sinatra</i></p>	<p><i>Storm from Four Sea Interludes by Benjamin Britten</i></p> <p><i>When I'm 64 by Paul McCartney</i></p> <p><i>Consider Yourself by Lionel Bart</i></p> <p><i>We Will Rock You by Queen</i></p> <p><i>Oye Como Va by Santana</i></p> <p><i>Why Don't You by Gramophonedzie</i></p> <p><i>All Right Now by Free</i></p>
EYFS/ KSI	Conkers	Christmas Songs	Chocolate Song	Spring / Easter / Mother's Day Songs	Living & Learning	Moving On Songs
KS2	Cauliflowers Fluffy	Christmas Songs	Make Your Own Kind of Music	Wavin' Flag and Hall of Fame	Oleo and A Kelee	Moving On Songs

Performances Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/ KSI		Nativity		Violin, Guitar & Keyboard Performance		Ark Music Week
LKS2		Christmas Songs on the Playground		Violin, Guitar & Keyboard Performance	Year 3 Recorder Performance	Ark Music Week
UKS2		Carols in the church		Violin, Guitar & Keyboard Performance	Year 5 Ukulele Performance	Ark Music Week Year 6 Performance
Choir		The Big Sing – White Rock Theatre and care home			Singing at Care Home	



Music Skills Progression

	End of Year 2	End of Year 4	End of Year 6
Singing and vocal skills	<ul style="list-style-type: none"> To be able to sing a simple melody accurately. To be able to control pitch and rhythm while singing collectively. To be able to use their voices expressively through chanting and rhymes. To following pitch movement with their hands. To respond to simple visual clues (stop, go, louder). 	<ul style="list-style-type: none"> To be able to sing expressively with awareness and control at the expressive elements. E.g. tempo, dynamics. To be able to sing songs with increasing control of breathing, posture and sound projection. To know how mouth shapes can affect sound. To respond to more complex visual clues (stop, crescendo, staccato). 	<ul style="list-style-type: none"> To be able to singing with expression, control of breathing, sound projection and awareness of style. To be able to identify phrases through breathing in appropriate places. To be able to sing a two-part song with awareness of other parts. To respond to more complex visual clues and to follow a conductor when singing two-part songs.
Listening and appraising	<ul style="list-style-type: none"> To be able to identify high and low notes. To begin to identify common orchestral instruments. To listen to a variety of music from different cultures, traditions and historical periods. To begin to explore their opinions about music. To identify pulse in different pieces of music, getting faster and slower as a class to the music. To perform a repeated pattern. 	<ul style="list-style-type: none"> To recognise how pitch changes can be used to convey a story or character. To be able to identify different sound sources. To be able to identify common orchestral instruments. To listen with attention to detail to a variety of music. To appreciate and understand to a variety of high-quality music from different cultures and traditions and from great composers and musicians. To recognise rhythmic patterns. 	<ul style="list-style-type: none"> To identify how different sounds create different moods. To be able to identify different musical instrument families. To be able to identify common instruments when listening to a piece of music. To listen with attention to detail to music with an increasing aural memory. To appreciate and understand a variety of high-quality music from different cultures and traditions and from great composers and musicians. To describe, compare and evaluate different pieces of music using appropriate vocabulary. To be able to recognise metre (how many beats in a bar) by recognising the strong beats.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creating and composing</p>	<ul style="list-style-type: none"> • To use simple changes in pitch to convey a story. • To contribute towards creating music as a class. • To suggest symbols to represent sounds (eg large foot for Daddy bear and small foot for baby bear). • To create a simple sound scape from a selection of tuned and untuned instruments. • To be able to explore sounds using everyday objects (body parts and outside of the classroom). 	<ul style="list-style-type: none"> • To be able to select an appropriate tempo and dynamics. • To create textures by combining sounds in different ways. • To compose music in pairs and make improvements to their own music (using the ukulele). • To create short improvisations using tuned instruments. • To be able to recognise crotchets, quavers and minims. 	<ul style="list-style-type: none"> • To be able to refine and describe their use of appropriate tempo and dynamics. • To be able to choose appropriate instruments to create a musical idea. • To compose a song individually, in pairs or in groups with a melody, accompaniment and rhythm (on the ukulele). • To be able to follow a noted melody as an aid to singing and playing.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Playing and performing</p>	<ul style="list-style-type: none"> • To use instruments to explore creating a range of sounds from a variety of sources. • To rehearse and perform with others. • To be able perform tuned and untuned instruments as a group. • To create, select and combine sounds in a soundscape. • To follow instructions when performing as a group. • To make improvements to their own work. 	<ul style="list-style-type: none"> • To select instruments purposefully to create a soundscape. • To be able to play tuned and untuned instruments (recorder and ukulele) and to play an accompaniment. • To be able to play C major, A minor, F major and G major on the ukulele. • To be able to memorise and perform an extended melody. • To be able to vary tempo. • To be able to read simple music notation while rehearsing and performing. • To have an awareness of different parts while performing. • To make improvements on performances based on past performances. 	<ul style="list-style-type: none"> • To identify and control different ways tuned instruments can make sounds. • To be able to perform a song while accompanying themselves (on the ukulele). • To be able to play D major chord on the ukulele. • To be able to explore, select, combine and exploit a range of different sounds to create a sound scape. • To play a more complicated melody (ukulele). • To present performances effectively with awareness of audience, awareness and occasion. • To be able to evaluate and suggest improvements to their own and others work. • To be able to perform other children's written compositions (ukulele).

Key stage 1

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 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.

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.