



**Friskney All Saints
Church of England
Primary School**



Friskney All Saints Church of England Primary School

Curriculum for Music

Music Curriculum Intent

At Friskney All Saints Primary School, we are **MUSICIANS!**

Music and singing is integral to the life of a child at Friskney All Saints. We provide a vibrant musical experience for all children to **broaden their musical horizons**. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Through our music curriculum, we **strive to deliver an excellent curriculum** offer in which pupils will:

Gain enjoyment, self-confidence and a sense of achievement through musical activities.

Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.

Acquire musical skills and understanding of musical concepts through active listening then performing and composing.

Develop their capacity to express ideas and feelings through the medium of sound.

Extra-curricular clubs such as our school choir and instrumental lessons, enhance the curriculum on offer. Concerts and events take place regularly to further inspire pupils and develop their musical and cultural abilities so that all children can fully **realise their musical gifts**.

Music Curriculum Drivers



Inspiration – Our exciting and engaging Music curriculum seeks to encourage children’s innate curiosity, inspiring a lifelong love of the world around them, sparking creativity and preparing our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND**, removing barriers and igniting interest in the world around them. **Enrichment opportunities**, for example performances within and beyond school and the chance to experience a wide range of music during collective worship, are carefully planned to engage learners and help them explore music from around the world. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts as musicians*.



Excellence - Our ambitious Music curriculum is designed to ensure that every child reaches their full potential and is always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in every subject and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.



Exploration –We encourage pupils to explore what it means to be a musician and experience music from a wide range of styles, throughout the world and throughout different musical periods. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. During lessons, children explore musical concepts and have the opportunity to listen, perform, compose and evaluate. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

Music Implementation

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A - EYFS	Me!	Christmas	My Stories	Everyone	Prepare for a performance	RRR
Year B - EYFS	Me!	Christmas	Our World	Big Bear Funk	Prepare for a performance	RRR
Year A – Y1/2	Hey You!	Christmas	Rhythm in the way we walk/Banana Rap	In The Groove	Round and Round	Your Imagination
Year B – Y1/2	PBuzz – Whole class Instruments	Christmas	Hands, Feet, Heart	I wanna play in a band	Zootime	Friendship Song
Year A – Y3/4	Let your spirit fly	Christmas	Music Festival Rehearsals	Three little Birds	The Dragon Song	Stop
Year B – Y3/4	Glock 1	Christmas	Music Festival Rehearsals	Glock 2	Lean on Me	Blackbird
Year A – Y5/6	Livin' on a prayer	Christmas	Music Festival Rehearsals	Make you feel my love	Dancing in the Street	Happy
Year B – Y5/6	Fresh Prince of Belair	Christmas	Music Festival Rehearsals	Jazz 1	Jazz 2	You've got a friend

EYFS

Characteristics of effective learning	<p style="text-align: center;">Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
Educational Programme	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>

Development Matters Reception Statements (Examples of what this could look like)	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. <i>(Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.)</i></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. <i>(Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.)</i></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <i>(Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words. Sing call and response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat regularly. Sing slowly, so that children can listen to the words and the melody of the song.)</i></p>
End of year Expectations: (ELG)	<p>Expressive Arts and Design ELG: Being Imaginative and Expressive <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.
Vocabulary:	Sing, perform, rhythm, pitch, music, voice, beat, clap, body percussion, click, tap, bang, pat, stamp, names of instruments, fast, slow, high, low, lyrics, chorus, repeat, pattern, sound, loud, quiet, feeling, emotions, pop, classical, dance, costume

KS1 and KS2 Curriculum Year A

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn 1	Hey you	<p>This unit focuses on the Hip Hop style. It gives the children opportunities to perform and compose raps.</p> <p>This links to the Y5/6 unit the Fresh Prince of Belair</p>	Let Your Spirit Fly	A study of R&B, Western Classical, Musicals, Motown, Soul as musical styles. This adds to the musical styles studied in Y1/2 'In the groove'.	Livin' on a prayer	This unit builds on the KS1 unit 'I wanna play in a band' and the pop history covered in Y3/4 Blackbird unit which looks at the Beatles. This goes from the Beatles onwards.
Autumn 2	Christmas	<p>This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion.</p> <p>This links with the Christmas units across the school as the difficulty and level of skill develops across the years.</p>	Christmas	<p>This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion.</p> <p>This links with the Christmas units across the school as the difficulty and level of skill develops across the years.</p>	Christmas	<p>This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion.</p> <p>This links with the Christmas units across the school as the difficulty and level of skill develops across the years.</p>

Spring 1	Rhythm in the way we walk/Banana Rap	This builds on the Autumn 1 unit Hey You as it features Hip Hop and expands to Reggae. It gives the children opportunities to explore action songs. It links with the Zootime Y1/2 Year B unit and the Fresh Prince of Belair unit in Y5/6	Music festival rehearsals	The focus of this unit is the quality of singing and the performance aspect of music with an opportunity to perform for a real life audience and to perform with up to 10 other schools. This builds on the Christmas units across the school but this unit builds on the technical aspects of singing including singing in parts and in harmony.	Music festival rehearsals	The focus of this unit is the quality of singing and the performance aspect of music with an opportunity to perform for a real life audience and to perform with up to 10 other schools. This builds on the Christmas units across the school but this unit builds on the technical aspects of singing including singing in parts and in harmony.
Spring 2	In the Groove	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. These musical styles are added to in Y3/4 unit 'let your spirit fly'.	Three Little Birds	Reggae and its history is the focus of this unit and links with Zootime Y1/2 unit.	Make you feel my love	The focus of this unit is the historical context of pop ballads. It builds on the Beatles unit 'Blackbird' in Y3/4
Summer 1	Round and round	This studies Latin American style of music and includes film music. It links back to the Y1/2 unit In the Groove and the KS2 Jazz units.	The Dragon Song	This unit features music around the world and has a focus on friendship that links with PSHE and also the friendship song unit n Y1/2	Dancing in the street	The history of Motown is covered in this unit and its importance in the development of Popular music. It covers Civil rights. It develops the 'Blackbird' unit in Y3/4 and leads on to the unit next half term- Happy.
Summer 2	Your Imagination	A composition unit creating own lyrics. It links to Dragon song in Y3/4	Stop	The unit covers Grime, Classical, Bhangra, Tango and Latin Fusion which adds to the musical styles covered in Let your spirit fly – Y3/4 and In the groove Y1/2 The unit covers bullying and has a composition focus. It leads on to the 'Fresh Prince of Belair' unit in Y5/6	Happy	This unit builds on the previous unit and includes a video/project.

KS1 and KS2 Curriculum Year B

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn 1	PBuzz	Whole class instrument teaching. The children get an insight into a brass style instrument and how to play including an introduction into notation.	Glock 1	This unit builds on the musical instrument skills taught in the PBuzz unit in Y1/2. It focuses on the language of music, theory and composition. It covers scores and notation. It leads into the Glock 2 unit later in the year and also into the Y5/6 Jazz units.	Fresh Prince of Belair	Hip Hop unit with a focus on composition. It builds on the Hey You unit in Y1/2
Autumn 2	Christmas	This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion. This links with the Christmas units across the school as the difficulty and level of skill improves across the years.	Christmas	This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion. This links with the Christmas units across the school as the difficulty and level of skill improves across the years.	Christmas	This focus of this unit is the quality of singing and the performance aspect of music with a real life audience and to perform with a sense of occasion. This links with the Christmas units across the school as the difficulty and level of skill improves across the years.
Spring 1	Hands, Feet, Heart	A unit based around South African music and freedom songs.	Music festival rehearsals	The focus of this unit is the quality of singing and the performance aspect of music with an opportunity to perform for a real life audience and to perform with up to 10 other schools. This builds on the Christmas units across the school but this unit builds on the technical aspects of singing including singing in parts and in harmony.	Music festival rehearsals	The focus of this unit is the quality of singing and the performance aspect of music with an opportunity to perform for a real life audience and to perform with up to 10 other schools. This builds on the Christmas units across the school but this unit builds on the technical aspects of singing including singing in parts and in harmony.
Spring 2	I wanna play in a band	A Rock based unit that links to the Y5/6 unit Livin on a Prayer	Glock 2	This unit builds on the Glock 1 unit and the PBuzz unit in Y1/2. It focuses on the language of music, theory and composition. It covers scores and notation. It leads into the Y5/6 Jazz units.	Jazz 1	This unit focuses on Jazz in its historical context and builds on the improvisation taught throughout KS1 and 2.
Summer 1	Zootime	Reggae unit that links with the Three Little birds unit in Y3/4	Lean on Me	Gospel unit which includes its historical context from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir.	Jazz 2	This unit continues to focus on Jazz in its historical context and builds on the improvisation taught throughout KS1 and 2.

				Analysing performance. Comparisons to be drawn with the Three little birds unit in Year A as this looks at the history of reggae.		
Summer 2	Friendship Song	This unit focuses on Pop, soul, film and musicals. It has PSHE links to the relationships unit and to the Y3/4 unit 'Dragon song'	Blackbird	Beatles unit with links to the development of pop music and also covers civil rights It develops the pop music featured in the Y1/2 unit Friendship song and Leads into the Y5/6 unit Dancing in the street and builds on	You've got a friend	In depth Study of the singer Carole King and her importance as a female composer in the world of popular music. It builds on the other pop music units such as Y1/2 Friendship song unit and the Y3/4 Blackbird unit.

Vocabulary

Year 1/2 Words you need to know:

Pulse, rhythm, pitch, rap, Reggae, improvise, compose, melody, bass guitar, electric guitar, drums, decks, perform/performance, audience, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, groove, audience, imagination, improvise, compose, audience, question and answer, melody, dynamics, tempo, glockenspiel.

Year 3/4

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5/6

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, style indicators, cover, structure, dimensions of music, Neo Soul, producer, groove, Motown, solo, Blues, Jazz, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Learning Progression

Learning progression

Depth of learning through Charanga Musical School

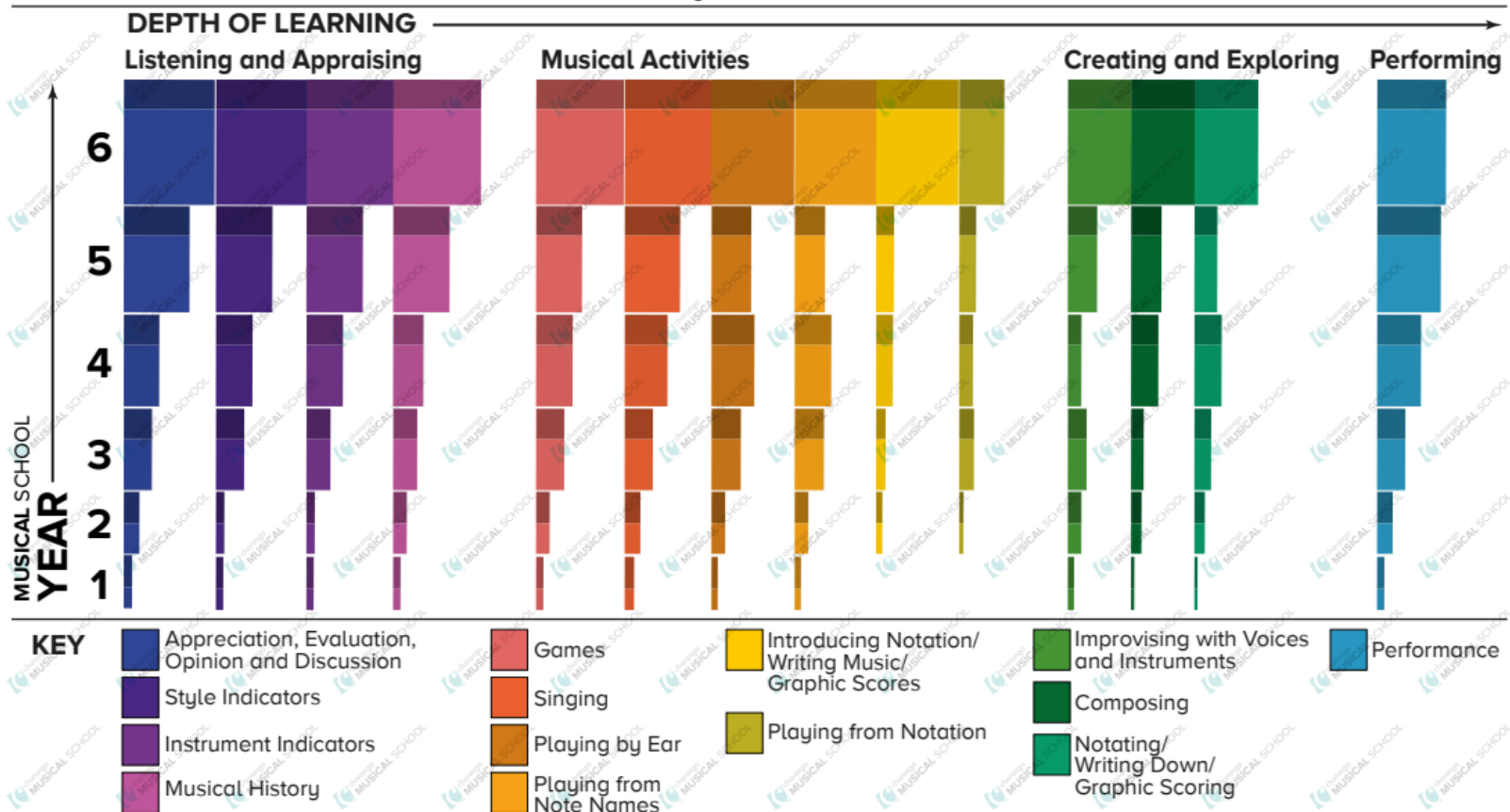


National Curriculum 2014:

"...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..."

"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."



The Interrelated Dimensions of Music

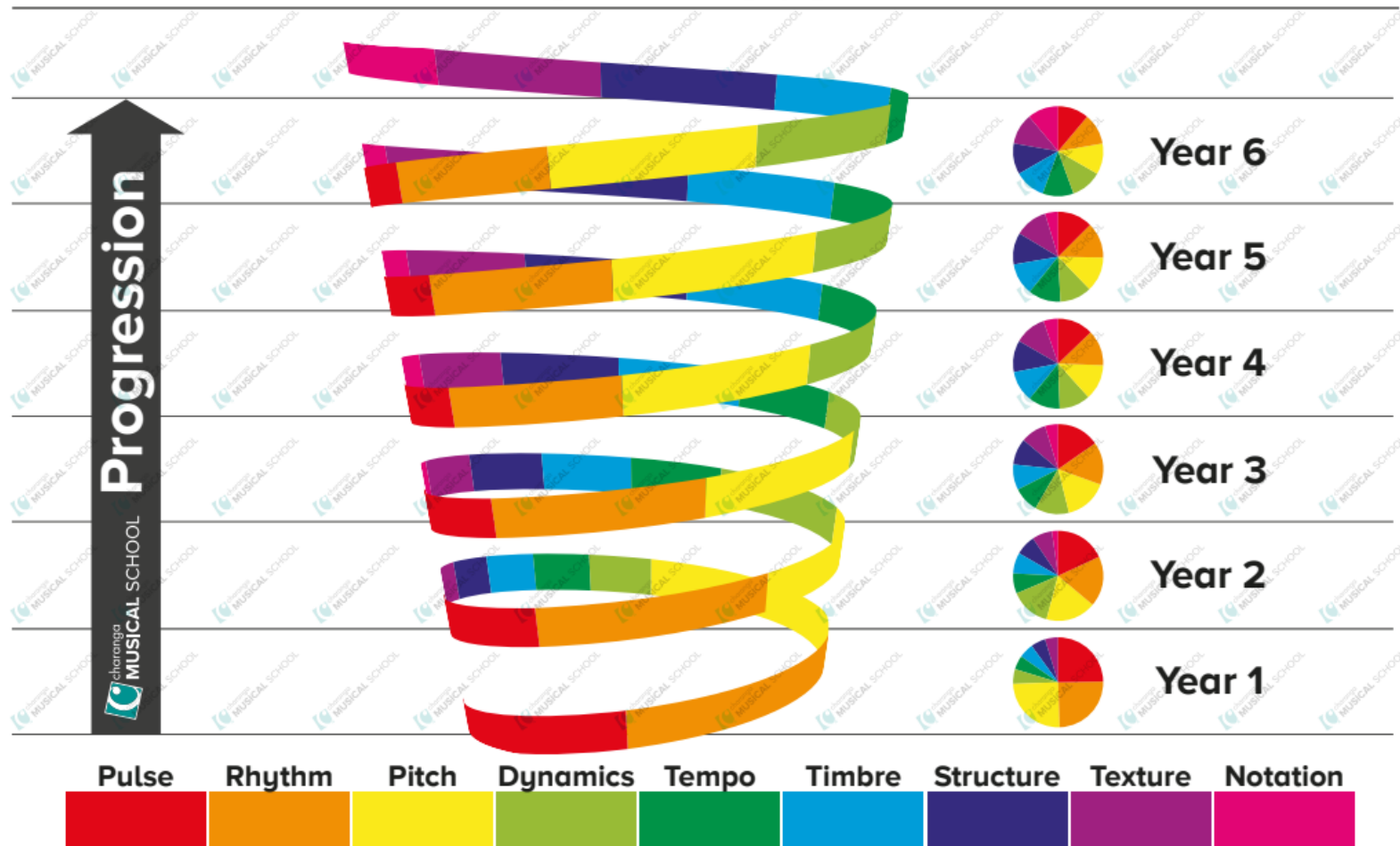
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Musical Progression – KS1

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charanga
MUSICAL SCHOOL

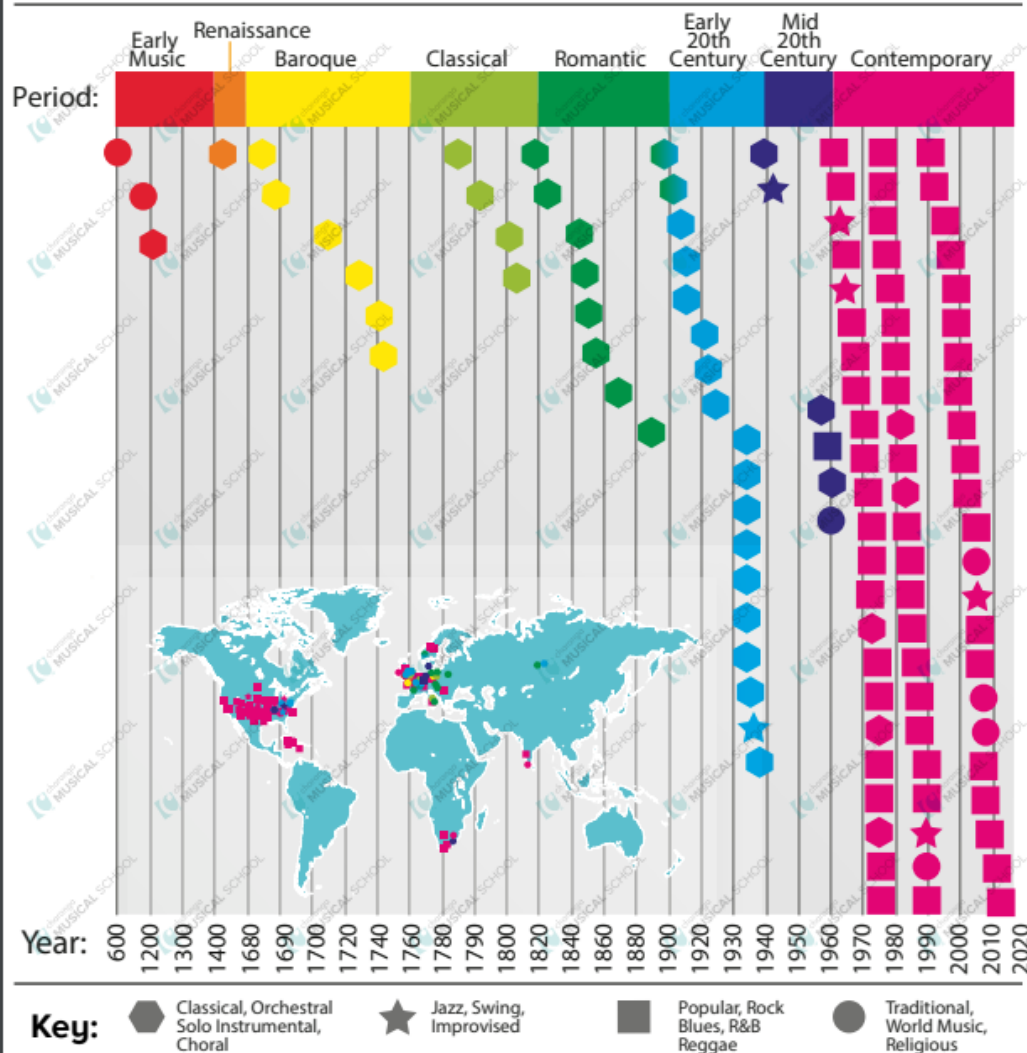
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Listening and appraising

Charanga Musical School listening material

National Curriculum 2014:

“...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”



Musical School Listening Material

- Music from Compline by Anon
- La Quinta Estampie Real (anon 13th C.) by Anon
- L'outrier Pastoure Seolt (The Other Day a Shepherdess Was Sitting) by Anon
- L'Ham Arme by Anon
- Armide Overture by Lully
- Dido and Aeneas: Overture by Purcell
- Brandenburg Concerto No 1 by Bach
- Les Tricoteuses (The Knitters) by Couperin
- Let the Bright Seraphim by Handel
- Arrival of the Queen Of Sheba by Handel
- The Marriage of Figaro: Overture by Mozart
- The Clock: Il Andante by Haydn
- Moonlight Sonata (adagio) by Beethoven
- Symphony no 5 in C Minor (allegro con brio) by Beethoven
- Erlkönig D. 328 Op 1 Wer Reitet so Spat by Schubert
- Ode to Joy by Beethoven
- Minute Waltz in D-flat by Chopin
- Rodetzky March by Johann Strauss
- Bridal Chorus (Wedding March) by Wagner
- Piano Concerto: Allegro Maestoso (tempo giusto) by Liszt
- Grand March from Aida by Verdi
- Sugar Plum Fairy by Tchaikovsky
- Prelude A L'Après-Midi D'Un Faune by Debussy
- Peer Gynt Suite: Anitra's Dance by Grieg
- Central Park in the Dark by Ives
- The Firebird by Stravinsky
- The Planets: Mars by Gustav Holst
- Song Before Sunrise by Delius
- Rhapsody in Blue by Gershwin
- Bolero by Ravel
- Fantasia on Greensleeves by Vaughan Williams
- There Was a Man of Newington by Benjamin Britten
- There Was a Monkey by Benjamin Britten
- Begone Dull Care by Benjamin Britten
- Fishing Song by Benjamin Britten
- A New Year Carol by Benjamin Britten
- From the Diary of a Fly by Bartok
- The Bird by Sergei Prokofiev
- One O'Clock Jump by Count Basie
- Sonata for Horn in F by Paul Hindemith
- No 4 Hoe-Down by Aaron Copland
- Take the 'A' Train by Duke Ellington
- Bridge Over the River Kwai by Malcolm Arnold
- Johnny B Goode by Chuck Berry
- Consider Yourself from the musical Oliver by Lionel Bart
- The Click Song by Miriam Makeba
- The Way You Look Tonight by Tony Bennett
- I Saw Her Standing There by The Beatles
- Desafinado by Stan Getz
- How Blue Can You Get by B.B. King
- Fly Me to the Moon by Frank Sinatra
- Ain't No Mountain High Enough by Marvin Gaye & Tammi Terrell
- When I'm 64 by The Beatles
- 54-46 That's My Number by Toots and the Maytals
- All Right Now by Free
- Oye Como Va by Santana
- Amazing Grace by Elvis Presley
- Smoke on the Water by Deep Purple
- Lean On Me by Bill Withers
- Suspicious Minds by Elvis Presley
- Love Me Tender by Elvis Presley
- Clapping Music by Steve Reich
- Waterloo by ABBA
- Tubular Bells by Mike Oldfield
- Libertango by Astor Piazzola
- Ram Goat Liver by Pluto Shervington
- My First, My Last, My Everything by Barry White
- Rockin' All Over the World by Status Quo / John Fogerty
- Mamma Mia by ABBA
- Einstein on the Beach by Phillip Glass
- Dancing Queen by ABBA
- Sir Duke by Stevie Wonder
- We Will Rock You by Queen
- Three Little Birds by Bob Marley and the Wailers
- Jammin' by Bob Marley and the Wailers
- Thank You for the Music by ABBA
- The Robots (Die Roboter) by Kraftwerk
- Rappers Delight by The Sugarhill Gang
- The Winner Takes It All by ABBA
- Super Trouper by ABBA
- Imperial March by John Williams
- Don't Stop Believin' by Journey
- The Lamb by John Tavener
- Eye of the Tiger by Survivor
- Hello by Lionel Richie
- It's Like That by Run D.M.C.
- Livin' on a Prayer by Bon Jovi
- So Amazing by Luther Vandross
- You Can Call Me Al by Paul Simon
- Bring Him Back Home by Hugh Masekela
- Me, Myself and I by De La Soul
- Music for Large and Small Ensembles - opening by Kenny Wheeler
- Lord of the Dance by Ronan Hardiman
- The Fresh Prince of Bel Air by DJ Jazzy Jeff & The Fresh Prince
- U Can't Touch This by MC Hammer
- Small People by Ziggy Marley and the Melody Makers
- Diggin' On by James Brown
- Ready or Not by The Fugees
- Make You Feel My Love by Bob Dylan
- Homelands by Nitin Sawhney
- Living' La Vida Loca by Ricky Martin
- Shackles (Praise You) by Mary Mary
- Our Day Will Come by Amy Winehouse
- He Still Loves Me by Beyonce ft. W. Williams
- Ho Gaya Sharabi by Panjabi MC
- Mbube by Soweto Gospel Choir
- Mas Que Nada by Sergio Mendes and the Black Eyed Peas
- It Had Better Be Tonight by Michael Bublé
- Don't Stop Believin' by Petra Haden
- Make You Feel My Love by Adele
- Jai Ho by A. R. Rahman
- Lean On Me by ACM Gospel Choir
- Don't Stop Believin' by The Cast of Glee
- Why Don't You by Gramophoneadzie
- Hiokoloza by Arthur Mofokete
- Happy by Pharrell Williams

How the units are structured:

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.