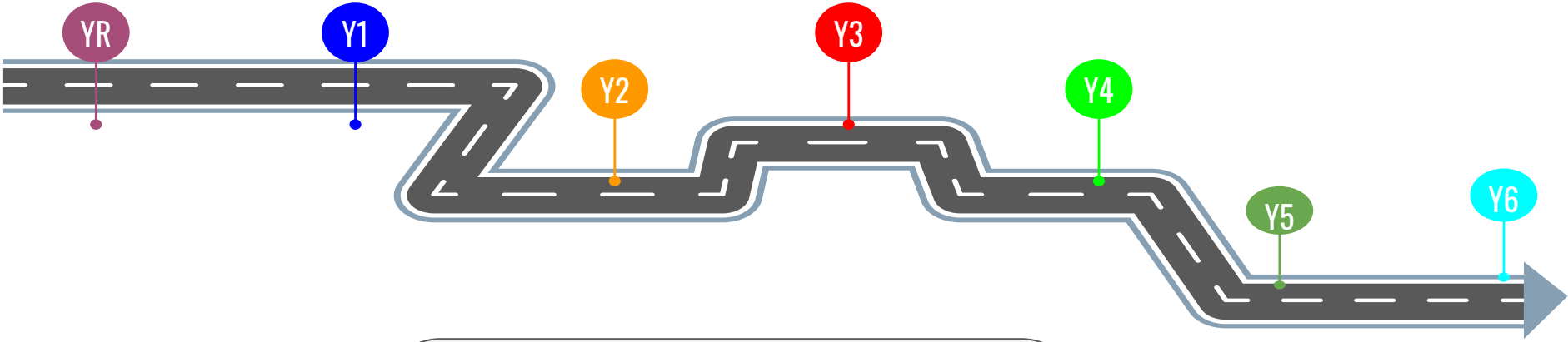
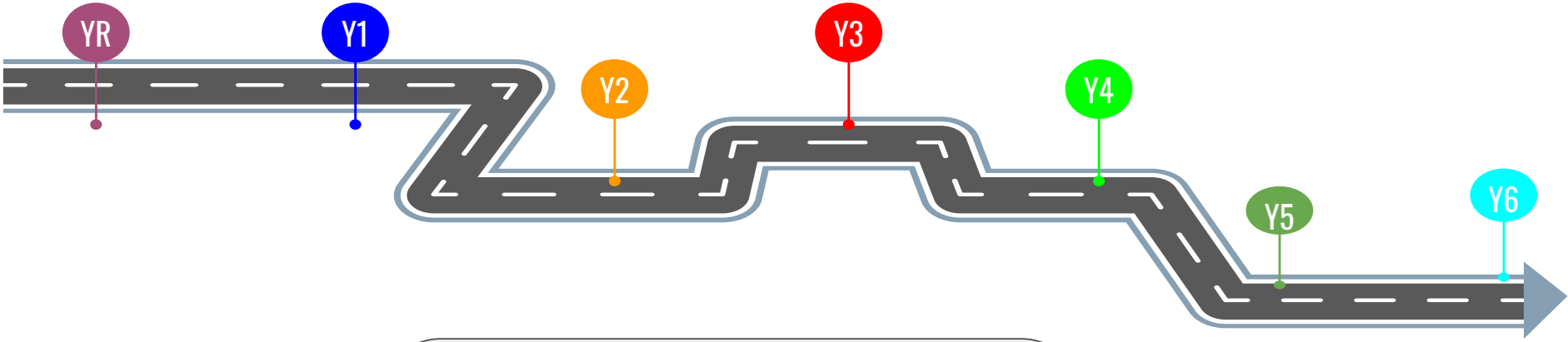
Houghton Primary School: MUSIC



Music

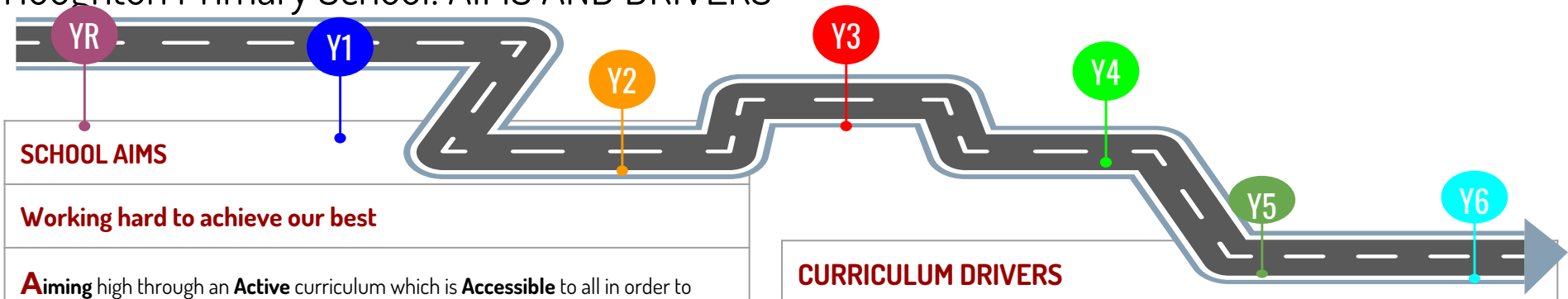
Houghton Primary School: Music



Music

INTENT

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can

Challenging ourselves within a culture of **Care, Cooperation** and **Community**

Helping each other to achieve within a **Happy, Healthy** and **Hard-working** environment

Inspiring others to be **Independent, Involved** and ever **Improving**

Expecting the very best of ourselves and others and always aiming to be **Excellent** in all that we do

Valuing every individual and providing **Varied** learning experiences

Encouraging everyone through our **Enthusiasm** and **Eagerness** to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's appreciation and understanding of a variety of cultures and lifestyles, engendering equality and challenging bias

Community to see ourselves as an integral part of the local, national and global community

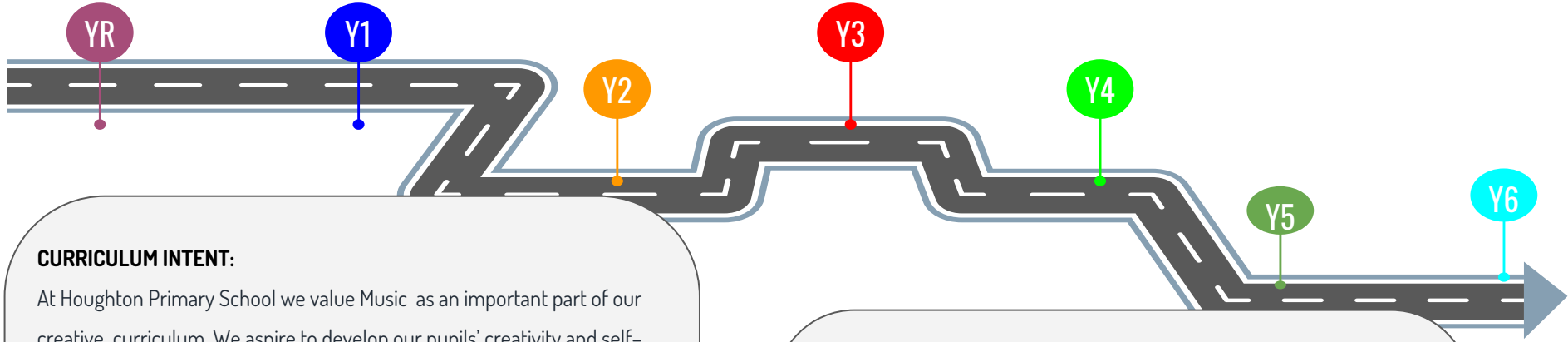
Environment to foster a passion for both the local and global environment and take responsibility for its care

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful. Our children will be persistent and independent in their learning.

Risk To encourage our children to learn to assess and manage risks by having fun and stepping outside their comfort zones

Enterprise to support our children in developing more independence and the opportunity to show initiative

Houghton Primary School: MUSIC



CURRICULUM INTENT:

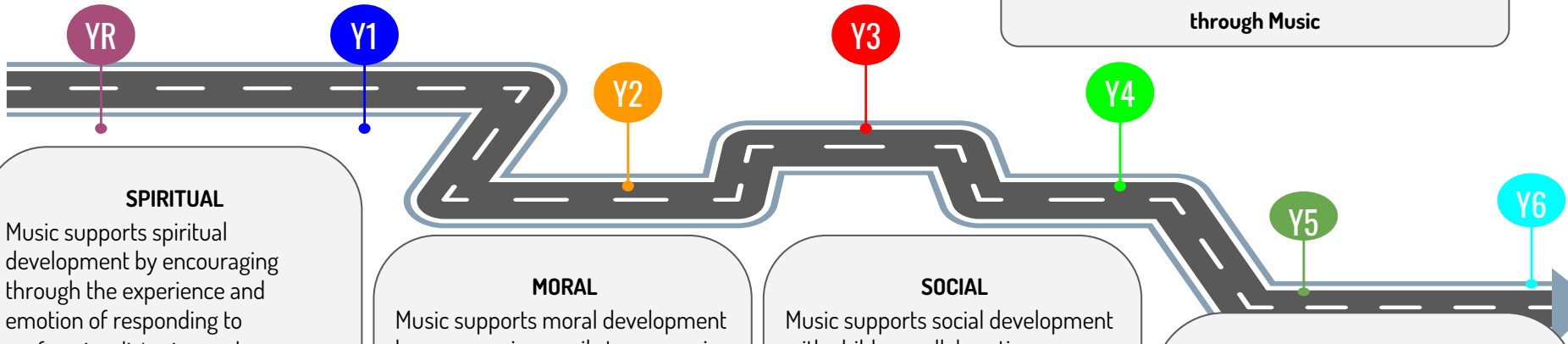
At Houghton Primary School we value Music as an important part of our creative curriculum. We aspire to develop our pupils' creativity and self-expression through exposing them to a diverse diet of musical styles and genres chosen from different cultures and periods of history. Through our curriculum we hope to inspire a lifelong appreciation and curiosity for the subject and to develop our pupils' ability to:

- Listen and respond to different musical styles
- Be confident performers using their voice and a range of tuned and untuned instruments.
- Understand and use a range of musical terminology
- Compose their own musical compositions
- Evaluate and improve their work through discussion with others

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.

Houghton Primary School: MUSIC

Spiritual, Moral, Social and Cultural Development through Music



SPIRITUAL

Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

MORAL

Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

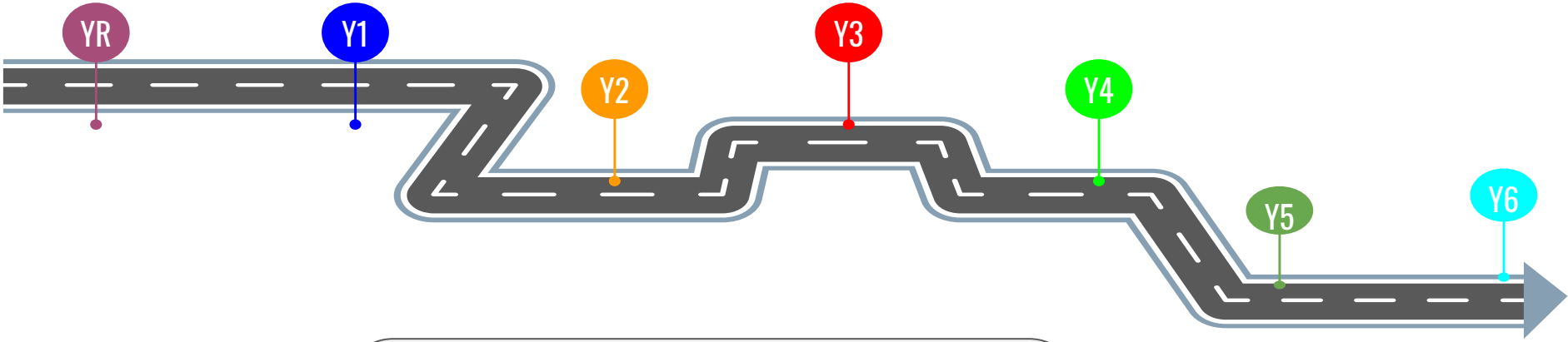
SOCIAL

Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.

CULTURAL

Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children

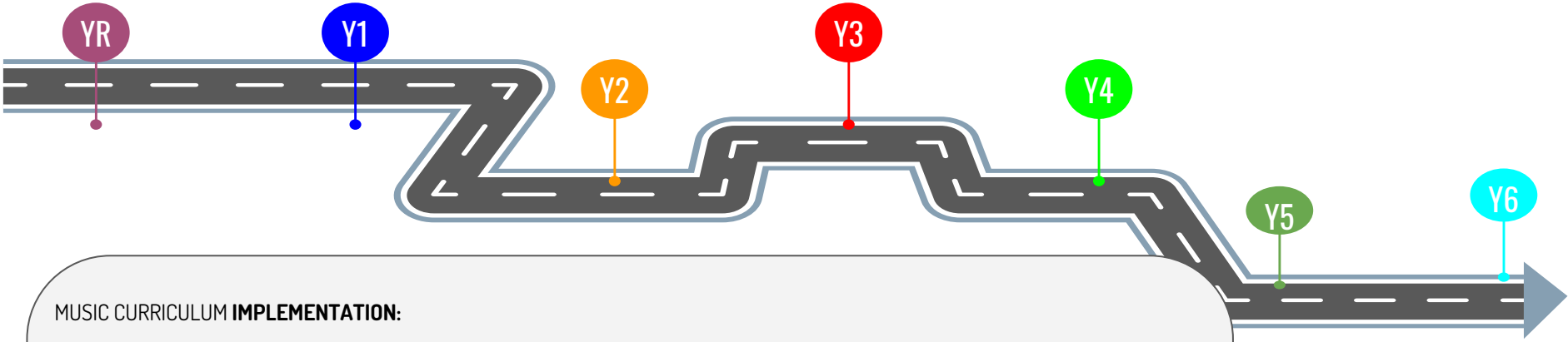
Houghton Primary School: MUSIC



MUSIC CURRICULUM

IMPLEMENTATION

Houghton Primary School: MUSIC



MUSIC CURRICULUM **IMPLEMENTATION:**

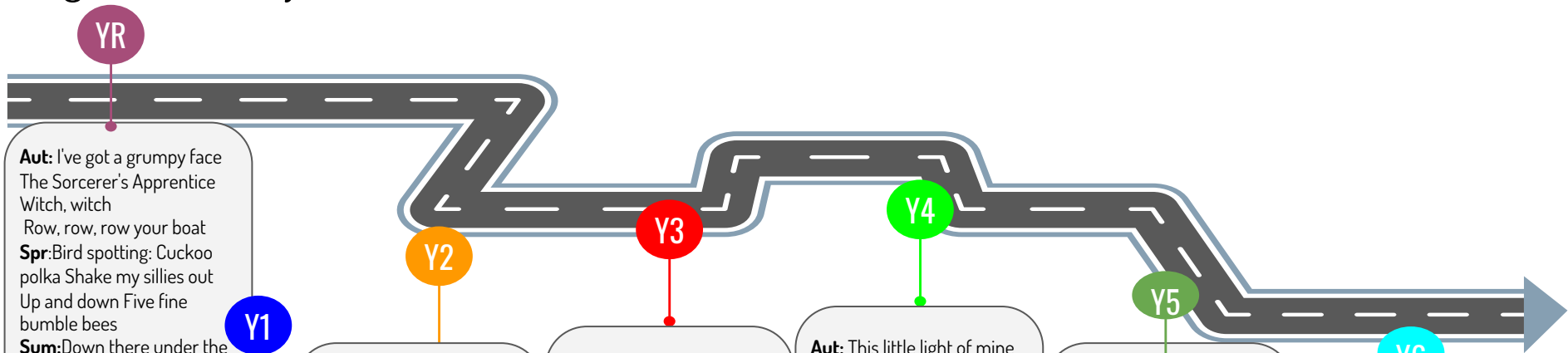
At Houghton Primary School we follow the National Curriculum Music programmes of study, but aim to develop the children's skills and experiences further by making purposeful, appropriate and fun links to the wider curriculum where possible. We aim to give the children meaningful opportunities to sing, listen, play, perform and evaluate. Our music curriculum is delivered in classroom lessons, weekly singing assemblies, performances and extracurricular activities. The language of music is taught in lessons in order that pupils have a shared vocabulary to respond to, critique and evaluate the music they create and encounter.

We follow the 'Sing Up' music curriculum which offers a rich and diverse variety of musical encounters from many genres, cultures and historical periods. Our curriculum progressively develops the children's musical skills as they journey through our school.

Within lessons we utilise the school's selection of tuned and untuned percussion instruments which includes class sets of glockenspiels. We also take opportunities to use technology whenever appropriate, composing music digitally using 2Beat, 2 Explore and Busy Beats.

We aim to support children who wish to take up an instrument, currently offering drum lessons within school.

Houghton Primary School: MUSIC themes



YR

Aut: I've got a grumpy face
The Sorcerer's Apprentice
Witch, witch
Row, row, row your boat
Spr:Bird spotting: Cuckoo polka Shake my sillies out
Up and down Five fine bumble bees
Sum: Down there under the sea Listen 3 Slap clap clap
Bow, bow, bow Belinda

Y1

Aut: Menu song
Colonel Hathi's March
Magical musical aquarium
The king is in the castle
Spr: Football
'Dawn' from Sea Interludes
Musical conversations
Who stole my chickens?
Sum: Come dance with me
Nautilus
Compose 3
As I was walking down the street

Y2

Aut: Tony Chestnut Carnival of the Animals Creepy castle
Magical musical aquarium
Spr: Grandma rap Orawa
Musical conversations
Minibeasts
Sum: Tanczymy labada
Listen 3 Compose 3 The rockpool rock

Y3

Aut: I've been to Harlem Nao chariya de/Mingulay boat song Sound symmetry
Chilled out clap rap
Spr: Latin dance March'
from The Nutcracker From a railway carriage
Sum: Fly with the stars
Compose 3
Four white horses

Y4

Aut: This little light of mine
The Pink Panther Theme
Sound symmetry
My fantasy football team
Spr: The doot doot song
Fanfare for the common man
From a railway carriage
Sum: Favourite song
Compose 3
Tongo

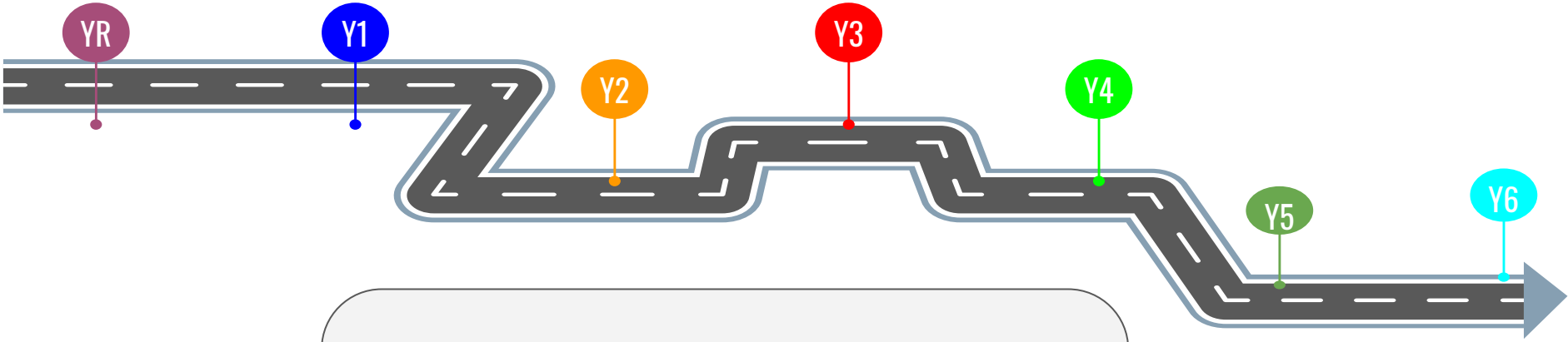
Y5

Aut: What shall we do with the drunken sailor?
Why we sing
Keep the home fires burning
Songwriting
Spr: Madina tun nabi Época
Building a groove
Three little birds
Sum: Baloo baleerie
Listen 3
Compose 3
Kis nay banaayaa

Y6

Aut: Hey Mr Miller Shadows
Touch the sky Songwriting
Spr: Dona nobis pacem You to me are everything
Building a groove Ain't gonna let nobody
Sum: Ame sau vala tara bal
Listen 3 Compose 3 Nobody knows (The Lumineers)

Houghton Primary School: MUSIC



MUSIC CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our Music curriculum what will our children be able to do (skills) and what will they know (knowledge)?

Houghton Primary School: MUSIC

Year R: Skills

YR

AUTUMN TERM

Children working within year group expectations will be able to:

Listen to the music and mark the beat with actions.

Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower)

Improvise and Play a simple accompaniment using percussion instruments by working together.

Play a steady beat on percussion instruments.

SPRING TERM

Children working within year group expectations will be able to:

Listen to examples of music which demonstrate variations in pitch and use appropriate hand actions to mark these changes

Sing an action song observing contrasting speeds to underline musical character

Improvise: develop a sense of beat by performing actions to music.

Compose/Improvise using a range of sounds within a story and create a percussion performance using instruments to represent different animal sounds.

SUMMER TERM

Children working within year group expectations will be able to:

Listen to examples of other folk songs from North America.

Sing a melody in waltz time and perform the actions.

Compose a three-beat body percussion pattern and perform it to a steady beat.

Develop a song by composing new words and adding movements and props.

Houghton Primary School: MUSIC

Year R: Knowledge

YR

AUTUMN TERM

By the end of this term children will know:

That actions can be used to mark the beat in a piece of music

That musical terms such as louder/quieter, faster/slower, higher/lower can be used to describe music.

The names of simple percussion instruments.

That percussion instruments can be used to mark a steady beat.

SPRING TERM

By the end of this term children will know:

That the term pitch refers to how high or low the music is.

That some songs are fast and others are slower.

That actions can be performed to mark the beat of a piece of music. .

That percussion instruments can be used to represent different animal sounds.

SUMMER TERM

By the end of this term children will know:

The features of folk songs from North America.

That waltz time is counted in 3s.

That they can use their bodies to create percussion.

That songs can be changed by composing new words and adding movements and props.

Houghton Primary School: MUSIC

Year 1: Skills

Y1

AUTUMN TERM

Children working within year group expectations will be able to:

Listen to a piece of music and move in time to its steady beat.

Sing and change voices to suit different characters while performing appropriate actions.

Compose and explore timbre, dynamics, and pitch to tell a story

Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols.

SPRING TERM

Children working within year group expectations will be able to:

Listen carefully and copy short rhythm patterns, sing familiar songs in low and high voices and talk about the difference in sound.

Sing the rhythm of the melody accurately and play the rests with untuned percussion instruments.

Make up new lyrics and create short body percussion patterns to accompany a song.

Interpret and perform a graphic score

SUMMER TERM

Children working within year group expectations will be able to:

Perform actions to music, reinforcing a sense of beat.

Play the response sections on tuned percussion using the correct mallet hold.

Create artwork, drawing freely and imaginatively in response to a piece of music.

Attempt to record compositions with stick and other notations.

Houghton Primary School: MUSIC

Year 1: Knowledge

Y1

AUTUMN TERM

By the end of this term children will know:

That movement can be used to mark the beat in a piece of music.

That they can change their voices to suit different characters

That when they compose music that they can change the speed and pitch to tell a story.

Simple graphic symbols can be used to record their compositions.

SPRING TERM

By the end of this term children will know:

That singing songs in low and high voices creates different sounds.

That rest beats can be marked using untuned percussion instruments.

That familiar songs can be adapted by creating new lyrics.

That body percussion patterns can be used to accompany a song.

That simple graphic scores can be followed to perform a composition.

SUMMER TERM

By the end of this term children will know:

That beats can be reinforced using an action.

The correct way to hold a stick when playing percussion.

That artwork can reflect an emotional response to a piece of music.

What stick notation is and how it is used

Houghton Primary School: MUSIC

Year 2: Skills

Y2

AUTUMN TERM

Children working within year group expectations will be able to:

Listen to music in a minor key, recognising small steps (intervals) in the music.

Identify different qualities of sound (timbres) such as smooth, scratchy, clicking, ringing, and how they are made.

Play the song's melody on a tuned percussion instrument.

Play a piece following a graphic score.

SPRING TERM

Children working within year group expectations will be able to:

Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).

Chant rhythmically and perform both in unison and in a round.

Chant and play rhythms (using crotchets, quavers and crotchet rests) from stick notation

Compose 4-beat rhythm patterns using computer programs.

SUMMER TERM

Children working within year group expectations will be able to:

Notice how a change of pitch is used to create an effect

Understand how beats can be grouped into patterns and identify them in familiar songs.

Recognise how graphic symbols can represent sound.

Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts.

Houghton Primary School: PSHE

Year 2: Knowledge

Y2

AUTUMN TERM

By the end of this term children will know:

What is meant by minor key

That an interval is a difference in pitch.

That the words smooth, scratchy, clicking and ringing can be used to describe timbre.

The difference between tuned and untuned percussion instruments.

That a graphic score can represent sounds.

SPRING TERM

By the end of this term children will know:

The difference in duration between a crotchet and a quaver.

The appearance of crotchets and quavers

That unison means performing together and that a round means the same melody is performed but starting at different times.

That software can be used to compose and record their compositions.

SUMMER TERM

By the end of this term children will know:

That changing the pitch of music can create an effect.

That beats can be grouped into patterns

That they can record their compositions using graphic symbols so that they can perform them again.

The features of Rock and Roll

Houghton Primary School: MUSIC

Year 3: Skills

Y3

AUTUMN TERM

Children working within year group expectations will be able to:

Begin to develop an understanding and appreciation of music from different musical traditions.

Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Use some musical vocabulary to describe these things.

Identify the pieces as songs (with verses and choruses)

Compose and play a pentatonic ostinato.

SPRING TERM

Children working within year group expectations will be able to:

Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.

Sing the syncopated rhythms in Latin dance and recognise a verse, chorus structure.

Understand the structure of rondo form.

Play as part of a whole class performance.

SUMMER TERM

Children working within year group expectations will be able to:

Improvise ('doodle') on-the-spot phrases using A minor and C major triads

Invent simple patterns using rhythms and notes C-D-E.

Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.

Talk about what has been learnt about Brazilian music and carnival.

Houghton Primary School: PSHE

Year 3: Knowledge

Y3

AUTUMN TERM

By the end of this term children will know:

That different cultures have different musical traditions.

That different instruments, beats and tempos are associated with music from different cultures.

That songs can be structured using verses and choruses.

That an ostinato is a melodic phrase that is repeated within a composition.

That pentatonic means comprising of five tones or notes.

SPRING TERM

By the end of this term children will know:

The musical features of Cuban music

That syncopated rhythms are used in Latin dance

What syncopated means

That within a rondo form, a musical phrase will return during the composition.

That when performing with others, it is important to keep in time.

SUMMER TERM

By the end of this term children will know:

What A minor and C major triads are

That simple patterns can be created using rhythms and the notes C-D-E.

That arpeggios are the notes of a chord played in quick succession

The duration of a crotchet and a quaver.

The features of Brazilian music and carnival.

Houghton Primary School: MUSIC

Year 4: Skills

Y4

AUTUMN TERM

Children working within year group expectations will be able to:

Listen and move in time to songs in a gospel style.

Sing in a gospel style with expression and dynamics.

Compose and perform a whole class 'rondo' with pupil composed melodic patterns

Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests, and minims

SPRING TERM

Children working within year group expectations will be able to:

Listen to, recognise, and identify musical characteristics of a fanfare

Explore how timbre, dynamics and texture can be used for impact in a fanfare.

Improvise fanfare melodies using a note set combined with short, repeated rhythms.

Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence.

SUMMER TERM

Children working within year group expectations will be able to:

Identity similarities and differences between folk and folk-rock styles.

Recognise and copy rhythms and pitches C-D-E.

Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.

Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas.

Houghton Primary School: MUSIC

Year 4: Knowledge

Y4

AUTUMN TERM

By the end of this term children will know:

The features and rhythms of gospel music.

The expression and dynamics required when performing gospel music. .

That a 'rondo' can be used within their own compositions.

The appearance and duration of crotchets, quavers, crotchet rests, and minims

SPRING TERM

By the end of this term children will know:

The musical characteristics of a fanfare

That timbre, dynamics and texture can be used for impact within a fanfare.

That repeated rhythms and note sets can be improvise to create a fanfare

That to compose a short fanfare piece they need to consider melody, rhythm, texture, and silence.

SUMMER TERM

By the end of this term children will know:

The key similarities and differences between folk and rock-folk music

The pitches C-D-E.

That a 'score' is used to record and read music

That short ideas can be structured into a bigger piece.

Houghton Primary School: MUSIC

Year 5: Skills

Y5

AUTUMN TERM

Children working within year group expectations will be able to:

Recognise and respond to music with crotchet, minim, semiquaver, and dotted quaver semiquaver actions.

Develop a knowledge and understanding of the history, and social context of music associated with the First World War.

Sing a sea shanty expressively observing phrasing and accuracy in pitch and rhythm.

Play bass notes, chords, or rhythms to accompany singing

Improvise and experiment with pitch and rhythm to create a strong hook

SPRING TERM

Children working within year group expectations will be able to:
Sing a chorus in three parts, and follow a score.

Develop a knowledge and understanding of the origins, history, and social context of Reggae music.

Play drum patterns, basslines, and riffs on a variety of instruments as part of a group

Compose groove-based pieces, demonstrating an understanding of drum grooves and basslines and how these fit together to create memorable and catchy riffs.

SUMMER TERM

Children working within year group expectations will be able to:

Compose a kecak piece as part of a group

Chant a part within a kecak performance
Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.

Compose a gentle melody inspired by lullabies in 3/4 time, using notes from a pentatonic scale and question-and-answer phrasing.

Sing unaccompanied in two or three parts, with an understanding of the song's purpose.

Houghton Primary School: MUSIC

Year 5: Knowledge

Y5

AUTUMN TERM

By the end of this term children will know:

The appearance and duration of crochet, minim, semiquaver, and dotted quaver semiquavers

The social context of music associated with the First World War.

The phrasing within a sea shanty

That bass notes, chords, and rhythms can be used to accompany singing

What makes a strong 'Hook'

SPRING TERM

By the end of this term children will know:

That songs can be sung in parts

What a musical score is .

That Reggae music was developed in Jamaica and was influenced by traditional Caribbean and Calypso music.

What drum patterns, basslines, and riffs are .

That drum grooves and basslines can fit together to create memorable and catchy riffs.

SUMMER TERM

By the end of this term children will know:

That a kecak dance is a Balinese dance and rhythmic chant based on the Hindu epic the Ramayana .

Recognise and identify the qualities of Balinese gamelan forms of beleganjur and kecak.

The structure of a lullaby .

Houghton Primary School: MUSIC

Year 6: Skills

Y6

AUTUMN TERM

Children working within year group expectations will be able to:
Listen to and identify the features of traditional Scottish folk music and Swing.

Sing a syncopated melody accurately and in tune.

Improvise extended melodies using the pentatonic scale.

Compose a syncopated melody using notes of the C major scale

Compose/Improvise: compose an 8-bar piece on percussion, using given rhythms and the option of chords F and C major.

SPRING TERM

Children working within year group expectations will be able to:

Develop knowledge and understanding of the origins and history of music associated with the civil rights movement in the USA .

Sing a round accurately and in a legato style

Recognise and identify key musical features of a piece of music such as irhythm, tempo, timbre, structure, and instruments.

Listen to and identify music with a polyphonic texture

Play bass notes and chords to accompany improvised melodies on tuned percussion, keyboard or using technology

SUMMER TERM

Children working within year group expectations will be able to:

Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary

Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.

Create a rhythmic piece for drums and percussion instruments.

Sing a melody with attention to phrasing.

Play chords to accompany the song.

Houghton Primary School: MUSIC

Year 6: Knowledge

Y6

AUTUMN TERM

By the end of this term children will know:

The key features of traditional Scottish folk music and Swing.

Why syncopation is used in Swing Music.

What a pentatonic scale is.

What notes are in a C major scale.

What notes comprise a F chord

What a bar is

SPRING TERM

By the end of this term children will know:

The origins and history of music associated with the civil rights movement in the USA .

That legato means smoothly.

The key musical features of a piece of music such as rhythm, tempo, timbre, structure, and instruments.

That a polyphonic texture refers to two or more simultaneous lines of independent melody.

That bass notes and chords can be used to accompany improvised melodies on tuned percussion, keyboard or using technology

SUMMER TERM

By the end of this term children will know:

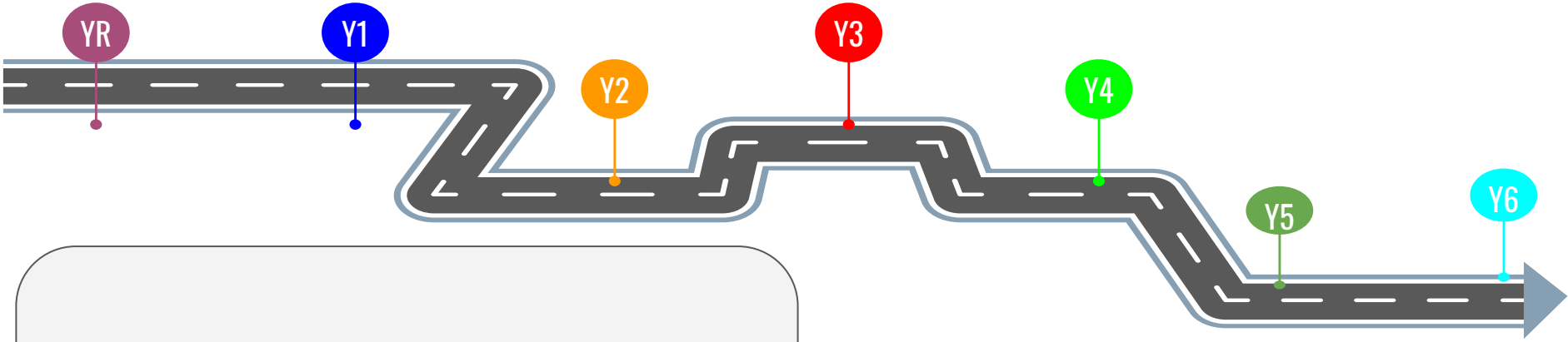
The main features of indian music including bhangra.

The origins of bhangra music

That ternary form is a three part musical form associated with songs

What phrasing in music means.

Houghton Primary School: MUSIC



MUSIC CURRICULUM **IMPACT:**

ASSESSMENT

Assessment Statement:

Assessment of Music **skills** is ongoing (formative) during lessons. Teachers use the skills statements to assess and use this responsively to support children as necessary.

At the end of each unit teachers assess children's **knowledge** through low stakes quizzes and similar activities. Knowledge is revisited over the course of the year to support long term memory and retrieval.