

# Music

## What the National Curriculum says...

Key Stage 1	Key Stage 2
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>-play tuned and untuned instruments musically</li> <li>-listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>-experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>-listen with attention to detail and recall sounds with increasing aural memory</li> <li>-use and understand staff and other musical notations</li> <li>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>-develop an understanding of the history of music</li> </ul>

Our Music curriculum is supported by Charanga. You can read more about our learning outcomes and how they link to the National Curriculum through our use of Charanga here: <https://acrobat.adobe.com/id/urn:aaid:sc:EU:fa8c175d-74d1-4fcb-ba0b-8bd77d8aa671>

Our Key Concepts are a core feature in the teaching of Music at St Buryan Academy; however, our learning is split into specific units with clear narratives and outcomes. Can you see where our key concepts fit into each unit?

Along with developing musical skills and knowledge, we aim to give children the confidence to perform different aspects of pieces they may compose or be involved in. Where possible, we aim to link our music curriculum to other learning contexts across the schools and events that are in the school calendar.

We also aim to provide our opportunities for our children to experience high quality live music; whether this be through local musical or creative arts groups, partnership with other schools or within secondary schools.

Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. Music plays a role in every aspect of our lives, wherever and whoever we are.



### **Music in the Early Years (Nursery and Reception):**

#### **Three and Four-Year-Olds**

##### *Communication and Language:*

- Sing a large repertoire of songs.

##### *Physical Development:*

- Use large-muscle movements to wave flags and streamers, paint and make marks.

##### *Expressive Arts and Design:*

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

#### **Reception**

##### *Communication and Language:*

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

##### *Physical Development:*

- Combine different movements with ease and fluency.

##### *Expressive Arts and Design*

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Unit	EYFS/Year 1	Year 2/3	Year 4/5/6
1	<p><b>My Musical Heartbeat</b>            Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p>	<p><b>Pulse, Rhythm and Pitch</b>            Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p><b>Writing Music Down</b>            Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes,</p>	<p><b>Musical Structures</b>            Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p><b>Melody and Harmony in Music</b>            A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the</p>



		<p>crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.</p>	<p>instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p><b>Music and Technology</b>          Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity</p>
<p>2</p>	<p><b>Dance, Sing and Play</b>          Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the</p>	<p><b>Playing in an Orchestra</b>          Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit</p>	<p><b>Explore feelings when you play</b>          Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to</p>



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	<p>music in this unit, explore these sounds and how they work together.</p>	<p>features the orchestra - what can you learn about the orchestra?</p> <p><b>Playing in a band</b> Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p>	<p>make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p><b>Sing and Play in different styles</b> Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p><b>Developing Ensemble Skills</b></p>
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			<p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p>
<p style="text-align: center;"><b>3</b></p>	<p><b>Exploring Sounds</b>          Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p>	<p><b>Inventing a Musical Story</b>          Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments</p>	<p><b>Compose with your Friends</b>          When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds</p>



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with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.

### **Compose Using Your Imagination**

Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?

like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.

### **Composing and Chords**

If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.

### **Creative Composition**

By using chords in compositions, we can create music that is more



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			<p>harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p>
4	<p><b>Learning to Listen</b> Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p>	<p><b>Recognising Different Sounds</b> When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p> <p><b>More Musical Styles</b> Music, with all its styles, has changed and shaped</p>	<p><b>Feelings through Music</b> Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p><b>Enjoying Musical Styles</b> There are so many different, wonderful and interesting styles of music. Something that happens</p>



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		<p>lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p>	<p>in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p><b>Musical Styles Connect Us</b></p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p>
<p>5</p>	<p><b>Having fun with Improvisation</b> Improvising is fun! It's an exciting activity</p>	<p><b>Exploring Improvisation</b> Explore improvisation a bit further in this unit. Perhaps use two or three</p>	<p><b>Expression and Improvisation</b> Improvisation is a way to express our feelings. Music</p>



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	<p>where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p>	<p>notes and have a go playing or singing on your own. Explore and have fun!</p> <p><b>Enjoying Improvisation</b> Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p>	<p>comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p><b>Freedom to Improvise</b> Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p><b>Improvising with Confidence</b> You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a</p>
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			<p>melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p>
<p>6</p>	<p><b>Let's Perform Together</b> Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p>	<p><b>Our Big Concert</b> Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p><b>Opening Night</b> Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has</p>	<p><b>The Show Must Go On</b> Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p><b>Battle of the Bands</b> Create a fun and confident performance with your choice of music</p>



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been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!

and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!

### **Farewell Tour**

This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!