

## Brompton and Sawdon CP Whole School Music Curriculum

### Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school Music curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver **(and go beyond)** the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's Music curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).



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Statutory guidance National curriculum in England:

## **Aim**

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## 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 interrelated 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:

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- 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 interrelated 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

### Brompton and Sawdon CP School Music Curriculum Overview

#### EYFS

Objectives	Activities
<b>Vocal</b> <ul style="list-style-type: none"> <li>• Sing familiar songs</li> <li>• Imitate different sounds</li> <li>• Create different sounds</li> <li>• Develop awareness of pitch</li> </ul>	Learn a variety of different songs, to sing from memory, some with actions Within songs/games: copy different sounds, create different sounds Imitate high/low pitch; use high/low actions
<b>Instrumental</b> <ul style="list-style-type: none"> <li>• Explore different sounds of instruments</li> <li>• Develop control to hold each instrument</li> <li>• Follow instructions on when to play</li> </ul>	Using percussion instruments, explore playing different instruments to make different sounds Add sound effects to stories/images Learn how to pick up/hold/play/put away instruments carefully and with control
<b>Listening</b> <ul style="list-style-type: none"> <li>• Identify sounds</li> <li>• Describe sounds</li> <li>• Imitate sounds</li> <li>• Create sounds</li> </ul>	Listen to good quality recorded (or live) performances of a wide range of different styles of music Identify/match specific sounds i.e. ‘drums’ Think abstractly about the music and describe with movement (i.e. stomping) and with words (i.e. ‘sounds like dinosaurs’)
<b>Composition</b>	

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<ul style="list-style-type: none"> <li>• Explore how to change sounds</li> <li>• Tap simple repeated patterns</li> </ul>	<p>Use instruments to create music for a set theme i.e. 'weather'</p> <p>Use instruments to copy and to create short repeated patterns</p>
<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Clap/tap/move in time music</li> <li>• Interpret music through movement</li> </ul>	<p>Clap/tap/march to the pulse whilst listening to music</p> <p>Clap/tap/march to the pulse whilst singing</p> <p>Listen and respond to music i.e. jump to staccato sounds</p>

### Key Stage 1

Objectives	Activities
<p><b>Performance</b></p> <p>Use voice to sing, chant and speak</p> <p>Create and control different sounds</p> <p>Produce long and short sounds with voice and instruments</p> <p>Follow instructions</p> <p>Imitate changes in pitch</p> <p>Sing following the shape of the melody</p>	<p>Use voice to speak, sing and chant using songs and rhymes; develop awareness of good posture when singing</p> <p>Use voice and instruments to create and control different sounds individually and within songs or pieces of music</p> <p>Perform simple patterns and accompaniments with an awareness of loud/soft and slow/fast</p> <p>Follow instructions on when to play and sing; learn to give clear instructions on when to play/sing by taking it in turns to lead</p> <p>Develop awareness of pitch. Imitate high and low pitch. Actively follow the shape of the melody when singing using actions</p>
<p><b>Composition</b></p> <p>Make different sounds with voices and instruments</p> <p>Repeat short melodic and rhythmic patterns</p> <p>Sequence sounds</p>	<p>Create different sounds with voice and instruments</p> <p>Play/sing short repeated patterns to a steady pulse</p> <p>Order sounds to create a beginning, middle and end</p>

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	Choose sounds to create an effect Change sounds to reflect a change in theme
<b>Listening/Describing</b> Interpret and respond to different moods in music Begin to move rhythmically to music	Listen to a wide variety of good quality recorded/live music. Discuss together feelings and moods after listening to the music i.e. “How does it make you feel?” “What did it make you think of?” Respond to the music with movement creatively and under direction
<b>Notation</b> Use symbols to represent a composition or musical story	Create music to a theme, i.e. ‘weather’ and use symbols i.e. ‘storm cloud’ to direct when to make each sound

### Key Stage 2

Objectives	Activities Year 3	Years 4/5/6
<b>Performance</b> Sing, Play and Perform with awareness, control, accuracy and expression	Sing with an awareness of pulse and of others Begin to recognise when to breathe and when to sing louder/quieter Sing with a wider range of notes, in tune and from memory Sing in a round Develop awareness of the rhythm of words Play clear notes on different instruments and demonstrate good control and developing technique Recognise different groups of instruments Create different effects with single and groups of instruments	Sing with an awareness of dynamics and phrasing (breathing)  Sing comfortably over the range of an octave  Sing and perform confidently in unison and in parts  Perform confidently solo, or within a group demonstrating control, awareness, accuracy and musical expression Identify different groups of instruments
<b>Composition</b> Improvise and compose using the inter-related dimensions of	Create repeated patterns with different instruments and improvise using short rhythmical phrases	Incorporate melody and accompaniment into a composition

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music separately and in combination	Compose short melodies from given notes, and begin to consider loud/soft; fast/slow; high/low; notation	Develop a musical idea using: pitch, rhythm, dynamics, tempo, timbre, texture, structure, notation
<b>Listening/Describing</b> Listen with attention to detail and recall sounds with increasing aural memory	Listen attentively and identify instruments and sounds Identify the character of a piece of music Use musical terms to describe and evaluate likes/dislikes and to describe how? and why?	Using musical vocabulary: Describe and evaluate music Analyse different features within a piece of music Evaluate the effectiveness of a piece of music
<b>Notation</b> Use and understand the basics of staff and other musical notations	Create own notation using a graphic score Become familiar with: a staff; treble and bass clef; minims/crotchets/semibreves Relate EGBDF to the lines of a staff (treble clef) Read/play a simple notated rhythm	Notate clefs, crotchets, minims, semibreves Write out a melody using this notation in treble clef Learn: Every Good Boy Deserves Football and FACE Read/play a simple notated melody
<b>Appreciate and understand</b> a wide range of music from different traditions and from great composers and musicians <b>Develop an understanding of the history of music</b>	Study a range of different pieces of music, by different composers in different eras. Listen and watch live performances and recordings Discuss style, instrumentation, era, purpose Relate pieces to other events in history	Study a range of different pieces of music, by different composers in different eras. Listen and watch live performances and recordings Discuss style, instrumentation, era, purpose Relate pieces to other events in history

To implement this curriculum pupils will access resources such as:

- un-tuned percussion instruments (tambour, triangle, maracas, wood block, guiro/scraper, cabasa, tambourine, etc.),
- tuned percussion instruments (glockenspiels),
- Ukuleles (class 2),
- Recorders (class 3)