

Longthorpe Primary School Curriculum map 2019 - Music

Music Concepts, Knowledge and Skills

CHARANGA and MUSIC EXPRESS

Intent:

At Longthorpe, we believe 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 talents 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. This subject plan is based on the programmes of study and high expectations of the National Curriculum pages 196-197, the aims of which are to ensure that 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

As a Musician, the children will gain an understanding of music from different periods of time, through listening, playing, evaluating and composing in, and across a range of music genres. They will develop their curiosity, creativity and collaborative learning skills, as well as an understanding and desire to perform and express themselves through their own personal experiences, opinions, knowledge and skills. Within our local context, the elements of the national curriculum for Music are vital for our children, giving them a successful start in their subject learning and in the acquisition of pertinent cultural capital. It permits opportunities that allow children to showcase their voices on an equal platform; Music gives all the chance to speak through one language. Children at Longthorpe encounter music from many cultures and develop positive attitudes towards other beliefs and societies. Our school is culturally diverse and so it is vital for us to acquire the necessary knowledge of different eras, cultures and diverse places, through a musical outlet. Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life.

Implementation:

At Longthorpe, we offer a rich, varied, imaginative and progressive music curriculum to all students, irrespective of attainment; essentially providing a broad and balanced education. Our school follows a 'Learning to Learn' approach, where children are encouraged to take ownership of and accountability for their learning. Music lessons at Longthorpe are structured in this way, with links being made with specific topics and across the curriculum. Where suitable, stand-alone lessons will take place to ensure a clear learning journey that includes the appropriate development of knowledge and skills. These music sessions will be taught in conjunction with the 'Music Express' syllabus. Teachers will also have timetabled access to the school facilities and resources. Our Music curriculum is designed so that key concepts are revisited with increasing complexity, to ensure a deeper understanding.

Key Concepts: Listening Use of Voice Exploring Improvising Composition Evaluating

In order to do this, teachers will use these documents and resources to deliver appropriately pitched lessons to all children, including SEND pupils (unless they require a separate curriculum) and ensure that they have equal access to other everyday lessons. Teachers will model, scaffold, group and adapt 'Music express', to ensure quality teaching that meets the needs of the children, as well as the objectives outlined in the national curriculum. They will reference the music curriculum map, ensuring there is an equal coverage and focus on the key knowledge and skills. In addition to this, teachers will cover additional skills, (which have been mapped out) which support and develop key areas. At the start of each lesson, a common symbol and statement will be shown so the children know when subject-specific lessons are taking place. Children will recap prior learning and attention will also be navigated towards the knowledge and skills to be focused on over the course of the lesson. Teachers will ensure that within their teaching, key vocabulary is taught within the relevant strands, children have opportunities to master and apply this within their learning.

Intended Impact:

- Children will have a secure knowledge of what Music is and what skills are needed to be a successful musician
- Children will succeed in acquiring and applying key musical skills and knowledge
- Children will be taught to use and build upon their prior musical skills and knowledge to deepen and progress their understanding
- Children will have an understanding and awareness of music from a variety of cultures and the similarities and differences with other relevant locations in the world
- Children will have a good knowledge of the key concepts covered across the school

- Children will be able to draw upon their knowledge to understand and successfully use a range of musical techniques and instruments
- Children will be confident in applying their knowledge of specific musical terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their musical understandings, as well as given support where necessary
- Children will apply their musical knowledge within writing which is for a range of different purposes, contexts and audiences

Key Concepts

Listening

Use of Voice

Exploring

Improvising

Composition

Evaluating

EYFS	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Control and use voice.	<p>To know that voices can be used for different purposes. For example, warming up, speaking, singing and chanting (Links to Drama).</p> <p>Understand that voices can be used to create different sounds (pitch). For example, changing the pitch of their own voice.</p>	<p>Explore the use of their voices expressively and creatively by singing songs. For example, nursery rhymes, Christmas production songs, number rhymes, alphabet chants (Links to Reading, Maths)</p> <p>To control and change the pitch of their voice. For example, during warm-up..</p>	<p>Understand that voices can be used to create different sounds (pitch). For example, making comparisons between boy/girl, teacher/child voices.</p>	<p>To respond to songs and music through other mediums or outlets e.g. dance (Links to Physical development).</p> <p>To develop and have an awareness of rhyming patterns. (Links to Reading and Writing).</p>
Listening, memory and movement.	<p>To recognise types of music e.g. the tidy up song.</p> <p>Recognise repeated sounds, patterns beats and rhythms. For example, through simple rhyming and actions songs- 'If you're happy and you know it', extending children by removing key words.</p>	<p>Children move confidently in a range of spaces in response to music. For example, through dance and role play (Links to Drama).</p> <p>Develop listening skills and working memory through listening games e.g. differentiating between different instruments, phonics sounds (shape of mouth and tongue) and patterns (Links to Reading).</p>	<p>To know that different music has the ability to evoke different ideas, thoughts and feelings; happiness, sadness, joy, anger etc (Links to Personal, social and emotional development).</p> <p>Allow children to experience live and recorded performance.</p>	<p>Children to play tuned and untuned musical instruments to play in different ways.</p>
Responding and reviewing appraising (Link to characteristics of effective learning).	<p>To talk about how music makes you feel or want to move. For example, it makes me want to jump, sleep, shout etc (Links to Personal, social and emotional development).</p>	<p>Explore and express ideas and feelings about music using movement, dance and expressive musical language (Links to Physical development).</p>	<p>To think and make simple suggestions about what could make their own work better. For example, play faster or louder.</p> <p>Beginning to understand that there are different influences on cultural music. For example, religious events-Diwali etc. Links to be made to children's own religious/cultural background. Influences made through shared stories-Handa's surprise (African music) (Links to Geography).</p>	<p>To make improvements to my own work.</p> <p>To develop and extend pieces of work.</p>
Key Vocabulary	<p><u>Note:</u> Key vocabulary can be used interchangeably between the key concepts.</p> <p>music, instruments, song, perform, listen, sing, express, play, speed, beat, rhythm, rhyme, loudness, softness, chant, voice, type, communicate, silence.</p>			
Key Stage 1	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Control and use of voice.	<p>To have an awareness of melodies.</p> <p>Explore the use of their voices through warm-up, songs, chants and rhymes. Consolidating educational songs learnt in EYFS.</p>	<p>To repeat short rhythmic and melodic patterns.</p> <p>Beginning to sing with control of pitch e.g. follow the shape of melody.</p> <p>To join in competently with a range of songs.</p>	<p>Recognising different tones, pitch and rhythm within a melody.</p> <p>To understand that children can use their voices expressively and creatively through changes in volume, tone and pitch.</p>	<p>Sing with a sense of rhythm.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p>

	<p>Recall and remember songs with sequences and patterns. For example, beat (clicking, clapping, chanting, stamping etc) and rhythm (Links to Maths).</p> <p>Control and use of voice will permeate between control of instruments and listening memory and movement.</p>			To rehearse and perform with others and to think about others when performing.
Control of instruments.	<p>To name and identify a range of instruments, including a selection of percussion, brass, woodwind and string.</p> <p>To understand that different sounds can be produced from different instruments.</p>	<p>To look after instruments respectfully.</p> <p>Play tuned and untuned instruments musically.</p> <p>Explore, choose and organise sounds and musical ideas through improvisation.</p>	<p>To identify the sounds of a selection of instruments (percussion, brass, woodwind and string).</p> <p>To have an awareness of dynamics: pulse, pitch, tone, volume, tempo/pace, rhythm.</p> <p>To know that different instruments belong to different families e.g. drum - percussion, brass, trumpet etc</p>	To perform simple rhythmic patterns, beginning to show an awareness of pulse, pitch, tone, volume, tempo/pace, rhythm.
Listening, memory and movement.	<p>To listen to pieces of music and discuss where and when they may be heard; explaining why, using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby (Links to Reading).</p> <p>To understand that different music evokes different feelings.</p> <p>To know how music is used for particular purposes eg. to evoke emotions. How movies convey emotions through music- Peter and the Wolf-The piccolo the bird (Links to PSHE).</p>	<p>To listen with concentration and recall sounds within increasing aural memory.</p> <p>To understand how musical elements create different moods and effects.</p> <p>Children express their own ideas, feelings and opinions about music.</p> <p>To begin to understand that sounds can be represented with a range of symbols, shapes or marks (Links to Writing).</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>To develop an understanding of different genres of music e.g. recorded and live music. For example, rap, hip hop, jazz, blues etc.</p> <p>Listen with developing concentration to a range of live and recorded music from different times and cultures. For example, comparing and contrasting the music used in the opening ceremony in Seoul (1988) and London (2012) (Links to History, Geography).</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p>
Exploring sounds.	<p>To understand there are different types of instruments e.g. string, percussion, brass, woodwind. What makes them similar/different?</p> <p>To know about different sounds and how they have different effects. For example, comparing the different sounds that can be made with their voice and an instrument of their choice.</p>	<p>Experiment with different combinations of sounds e.g. voice, percussion and musical instruments.</p> <p>To create a short phrase to extend or input into a piece of music or a given beat..</p>	<p>Explore the music of different cultures. For example, how does culture affect music. How is music celebrated in different cultures? (Links to History, R.E, PSHE)</p>	<p>Express ideas and feelings about music and how it is used for different purposes. For example, different events (Weddings, Birthdays and Religious Celebrations) (Links to Religious Education).</p> <p>Rehearse, share and perform.</p> <p>Explore, choose and organise sounds and musical ideas to form structures.</p>

				To compose in graphic form using their own or given method. Express an opinion about sounds they have made and say how to improve them.
Responding and reviewing appraising (Links to Creative and critical thinking skills)	To think about and make simple suggestions about what could make their own work better. For example, play faster or louder.	To respond to different moods in music and explain changes in sound. For example, cheerful, exuberant, calm etc (Links to PSHE).	Explore and express ideas and feelings about music using movement, dance and expressive and musical language (Links to P.E).	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.
Key Vocabulary	<p><u>Note:</u> Key vocabulary can be used interchangeably between the key concepts.</p> <p>musician, percussion, woodwind, brass, string, volume, rhythm, rhyme, perform, listen, express, explore, tempo, beat, rhythm, rhyme, melody, chant, control, increase/decrease, macro/micro, unity, recorded, live, produce, tradition, colour of sound, silence.</p>			
Lower Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Control and use of voice.	<p>To understand the importance of warming up, prior to singing.</p> <p>To know and recognise dynamics and what tone, tune, volume, tempo, pulse and rhythm are.</p> <p>Identify how instruments and voices reflect mood.</p>	<p>To sing songs with greater control, diction, breathing and develop competency through warm-up exercises..</p> <p>To use their voices and play musical instruments with increasing accuracy.</p> <p>To sing in unison, maintaining the correct pitch and using increasing expression.</p> <p>Sing expressively with awareness and control at the expressive elements. For example, timbre, tempo, dynamics.</p> <p>To think about the purpose and the audience when performing.</p>	<p>Recognise simple structures (phrases) in music. For example, verse, chorus, instrumental, guitar, solo etc.</p>	<p>To sing in tune to a given note.</p> <p>To sing back a given melody.</p> <p>Sing songs and create different vocal effects.</p> <p>To develop an understanding of singing in harmony.</p>
Control of instruments/ Composition	<p>To know how to make an instrument louder, quieter, longer notes, shorter notes and change the tempo.</p> <p>Select instruments to describe visual images. For example, how music is used to create suspense or laughter.</p> <p>Understanding and recognising the difference between musical genres. For</p>	<p>To develop instrumental skills and explore notations musically.</p> <p>Improvise simple tunes by creating textures and combining sounds in different ways. For example, how harmonies, melodies, rhythms, and timbres (sound qualities such as different instrument sounds) relate to and create the overall effect of a piece of music.</p>	<p>Compose short pieces using simple notation and symbols, showing layers of sound.</p>	<p>Identify melodic phrases and play by ear.</p> <p>Create descriptive music.</p> <p>Create music that represents emotions.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To develop a rhythmic accompaniment by ear.</p>

	<p>example, hip-hop, pop, soul music, country music etc.</p> <p>Have an awareness that different notes look different and mean something different.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Create sounds/phrases that describe contrasting moods/emotions.</p> <p>Read simple notation and perform as directed.</p>		<p>To improvise, developing rhythmic and melodic material when performing.</p>
Listening, memory and movement.	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>To know how music is used for particular purposes eg. to evoke emotions. How movies convey emotions through music- For example, Happy Feet - Use of music to create suspense and humour. Frozen - How music is used to convey emotions when Elsa and Anna's parents die. (Links to PSHE).</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To listen with attention to detail and to internalise and recall sounds.</p> <p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>Listening and appraising- identify a wide variety of sounds made by various instruments.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Traditions- For example, Spanish Flamenco/Indian Raga music. Composers- A comparison of traditional and modern-For example, Mozart (1756-1791) and Hans Zimmer (1957-) (Links to History).</p> <p>Begin to recognise and describe musical elements. For example, sound, melody, harmony, rhythm, texture, structure/form and expression.</p>	<p>Identify musical phrases that could be used: introduction, interlude and ending.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>Create sequences and movements in response to sounds (Links to Physical Education).</p> <p>Describe sounds they have listened to, performed and composed.</p>
Exploring sounds.	<p>To identify different parts of the body to choose for different sounds and explain their choices. For example, tapping hollow cheeks to create a soft sound.</p> <p>Analyse and comment on how sounds are used to create different moods.</p>	<p>Exploring body percussion.</p> <p>Identify the way sounds are used to identify a song.</p> <p>Use body to make different sounds.</p> <p>Improvise or extend to a piece of music by using a set/given beat.</p>	<p>Explore the music of different cultures. For example, how is music celebrated?/ Comparisons between British and Asian music.</p>	<p>Explore and select different melodic patterns.</p> <p>Recognise and explore different combinations of pitch sounds - How high or low a sound is.</p>
Responding and reviewing appraising	<p>To recognise and explore the ways sounds can be combined and used expressively.</p> <p>Suggest specific improvements (using musical language).</p>	<p>Analyse and compare sounds from a range of given instruments. For example, brass, woodwind or percussion.</p>	<p>To comment on the ways in which sounds can be combined and used expressively.</p>	<p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>

(Links to Creative and critical thinking skills)		To reflect on and improve own and others work in relation to its intended effect.		
Key Vocabulary	<p><u>Note:</u> Key vocabulary can be used interchangeably between the key concepts.</p> <p>tone, tuned/untuned, auditory, tempo, pulse, rhythm, melody, phrases, structures, pitch, composition, crescendo/diminuendo, notation, duration, pitch, review, compose, create, select, organise, dynamics, texture, combine, manipulate, reproduce, engage, harmony, layers, ensemble, treble, bass, styl, silence, ensemble.</p>			
Upper Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Control and use of voice.	<p>To know the importance of warming up prior to singing and understand how posture affects projection of singing voice.</p> <p>To know and recognise what tone, tune, tempo, pulse, rhythm and timbre are.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. For example, religious and cultural traditions - Christmas, Diwali, Easter, etc. Modern vs. past composers and musicians - For example, Ed Sheeran, Ariana Grande, Mozart and Beethoven etc. (Links to History and RE)</p>	<p>Sing songs with increasing control of breathing, posture, expression and sound projection.</p> <p>Begin to have an awareness of improvisation with the voice.</p> <p>Sing songs confidently as a class, in small groups and alone.</p> <p>To sing in solo, unison, in parts and in harmony, with clear diction, controlled pitch and with sense of phrase</p> <p>Play and perform in solo and ensemble contexts.</p> <p>To think about the audience when performing and how to create a specific effect.</p>	<p>Listen to a variety of music from contrasting cultures and times. Recognise ways in which music reflects the time when it was made. For example, how technology has changed how music is produced e.g. Violin vs. Apple Garageband. (Links to ICT and History)</p> <p>Develop an understanding of the history of music. For example, old and new genres of music. European 18th century composers, African-American Jazz music to more modern music - Gospel music, Beatles music etc.</p>	<p>Sing a song in a round, identify the melodic phrases and how they fit together.</p> <p>Children to maintain their own part and be aware of how the different parts fit together.</p>
Control of instruments/Composition.	<p>To understand and recognise different beats and what a beat is.</p> <p>Recognise different note types (treble clef, semibreve, semibreve rest, minim, dotted minim, crotchet, crotchet rest, quaver, semiquaver) and what they mean.</p>	<p>Use their voices and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>Identify speeds of pulse by clapping. For example, tapping along when listening to music.</p> <p>Explore, choose, combine and organise musical ideas with musical structures.</p> <p>To be able to read musical notation</p> <p>Use musical software, for example, Apple Garageband to create compositions.</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>To improvise and compose melodic and rhythmic phrases/patterns as part of a group</p>	<p>Explore how musical elements are used to create a particular effect. For example, using a violin to represent fingers scraping down a window pane.</p>	<p>To recognise notation while singing songs.</p> <p>Use sounds to achieve effects.</p> <p>Use ICT to change and manipulate sounds (Links to ICT))</p> <p>Compose by developing ideas within a range of given musical structures.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Performing and composing- use tuned and untuned instruments to play and perform short pieces by ear or notation using musical symbols (eg for crescendo).</p> <p>Subdivide the pulse while keeping to a steady beat.</p>

		performance, in pairs or individually. To use a range of stimuli and developing their musical ideas into a completed composition.		Perform an individual part, keeping to a steady beat. Use standard notation and symbols to create music.
Listening, memory and movement.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. For example, The Planets - Gustav Holst or Four Seasons - Vivaldi Describe how musical elements are used to create a particular effect.	Listen to other performers. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. Identify the features and explain them in a variety of different music types and lengths. Create dances that reflect musical features. (P.E.) Identify how mood is created by music and lyrics.	Listen to music and recognise how changes in culture or time have affected it. References can be made to music used in the opening ceremony of the Olympics. For example Beijing 2008 Olympics and the London 2012 Olympics. (Links to History). To know that music is produced in different ways and described through relevant established and invented notations. To develop an understanding of the history of music from different cultures, traditions, composers and musicians; evaluating how venue, occasion and purpose affects the way that music is created and performed. For example, Chinese New Year, Christmas, Diwali, Muslim call to prayer and Easter (Links to History, R.E.)	To understand how time and place can influence the way music is created. (see references above). To identify and explore the relationship between sounds and how music can reflect different meanings.
Responding and reviewing appraising (Links to Creative and critical thinking skills)	To describe and compare different types of music using a range of musical vocabulary including the inter-related dimensions of music: Pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.	To reflect on and improve own and others work in relation to its intended effect. Refine and improve own work, saying how they want it to sound, using a developing musical vocabulary. Improve their work through analysis, evaluation and comparison. To evaluate the success of one's own work and the work of others, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	Explore and explain ideas and feelings about music using movement, dance and expressive and musical language (P.E.).	To evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music: Pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.
Exploring sounds.	See Control of Instruments and Composition.			

Key Vocabulary	<p><u>Note:</u> Key vocabulary can be used interchangeably between the key concepts.</p> <p>Composer, composition, notation, notes, quaver, crochet, mimim, semi-quaver, breve, semibreve, musician, solo, ensemble, posture, expression, projection, fluency, accuracy, lyrics, timbre, evaluate, critique, discriminate, metre, density, contrast, circulation, improvise, symphony, inter-related dimensions, aural memory, period, genre, silence, ensemble.</p> <p>*All of the different music genres e.g hip hop, baroque etc</p>