



Welton St Mary's Church of England Primary Academy



Music Curriculum

Together We Care, Learn and Thrive

'Without music, life would be a mistake' -Friedrich Nietzsche

Music Intent

Music at Welton St. Mary's aims to provide opportunity for all through **an inclusive**, engaging, curriculum that enhance children's emotional literacy and increase their cultural capital in our globalised world. Following a specially tailored programme, children experience a broad range of music from different genres and periods, through our four key concepts of listening/ appraising and critical thinking, both of which aim to give our children the vocabulary needed to become musically literate; an awareness of musical history, enabling children to link music with important historical changes; and exploring, creating and communicating, which incorporates composition in all its forms. WSM's aims are **to provide opportunities for all to flourish** in both our academic curriculum, and by offering a range of extra-curricular music activities in KS1 and 2, along with a variety of peripatetic instrumental lessons. Children in Y1 learn to play the recorder, in Y4 learn to play Djembe with a professional percussionist and clarinet in Y5 with a professional woodwind teacher. Performance opportunities occur in EYFS/Y1 and 2 through the Nativity, Year 3 and 4 through the Spring Concert and Year 5/6 through the Summer Production. **We build on foundations of shared values with consistently high expectations.** Our curriculum is enriched still further through strong partnerships with Lincolnshire Music Service, who offer a wide range of 1:1 and small group instrumental tuition, the Lincoln Cathedral Chorister Programme, BBC Ten Pieces, St. Mary's Church and Welton PDA and other charity events all of which provide our children with creative opportunities for performance and education encouraging **everyone to be agents of positive change in this world.**

- **Inclusive** 
- **Value each person** 
- **All to flourish** 
- **Strive for excellence** 
- **Rooted in God's love** 
- **Agents of positive change** 

Music Overview

We use some units from the Charanga music scheme as a vehicle to deliver some of our music curriculum

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	Hey You! (Hip Hop) and the KS1 Nativity 		In the Groove (Multi-Genre) 		Your Imagination (Pop) 	
Year 2	Hands, Feet, Heart (South Africa) and the KS1 Nativity 		Zootime (Reggae) 		Friendship Song (Pop) 	
Year 3	Let your Spirit Fly (R & B) 		Glockenspiel 1 (Learning to read music) and the Y3/4 Concert 		Dragon Song (Mix of World Music) 	
Year 4	Glockenspiel 2 (Learning to read music) 		Stop! (Grime), Djembe Lessons & the Y3/4 Concert 		The Beatles (Early Rock and Roll)  THE BEATLES Blackbird	
Year 5	Livin' on a Prayer (Rock and Roll) 		Jazz 1 (Introduction to Jazz) 		Dancing in the Street (Motown) and the Y5/6 Production 	
Year 6	Happy (Soul) 		Jazz 2 		Music & Me (Women in the Music Industry) And the Y5/6 Production. 	

Core Concepts

CONCEPT – explore, create, communicate

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of 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.

CONCEPT – listen and appraise

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians
- Understand and explore how music is created, produced and communicated, including the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notations

CONCEPT – awareness of music contribution to cultural history









- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians

CONCEPT – critical thinking and interpretation

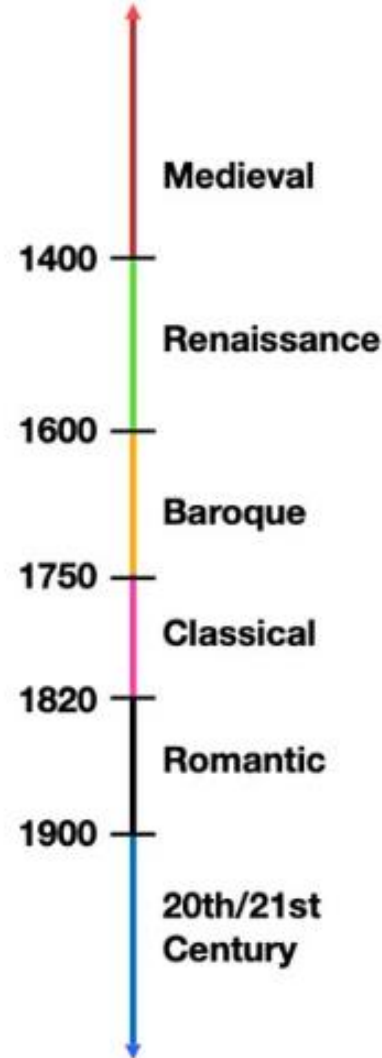
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Knowledge Organisers

Music Key Stage 1

Inter-related dimensions of music (the elements)		
pulse		In music, a pulse is a regular beat.
rhythm		The arrangement of the duration of notes in a musical phrase.
pitch		The pitch of a sound is how high or low it is.
melody		A sequence of musical notes played or sung in a specific order to create a tune.
unison		Everyone plays or sings the same music at the same time.
dynamics		The range of volume of musical sound
tempo		The speed at which the music is played
duration		How long a musical note is held or played.

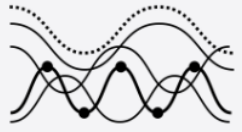



Periods of Music Timeline



Genres of music studied

hip hop	Music that developed in the 1970s. It includes rapping
rap	A vocal technique in which the performer speaks rhythmically against a steady beat.
baroque	Baroque music refers to the period of Western music composed from about 1600 to 1760.
Latin	known for its fusion of African rhythms and Spanish guitar traditions
bhangra	a type of non-traditional music of Punjab
folk	Music is often not written down but passed down through families and friends.
funk	music with strong bass lines and a heavy syncopated beat
pop	a contemporary style of music that's popular with a wide audience.
reggae	originated in Jamaica, featuring a slow, steady rhythm, offbeat accents, and lyrics often focused on social issues, love, and unity.
compose	to create or write something
improvise	to create something on the spot without planning or preparation.

Music Key Stage 2

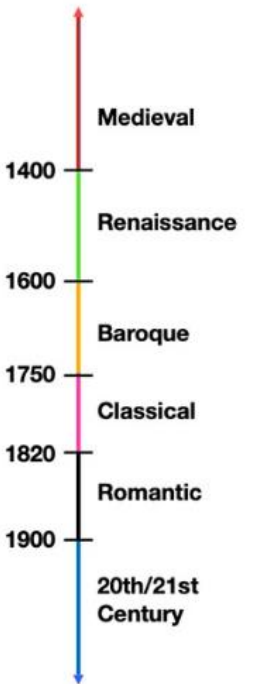
Inter-related dimensions of music (the elements)		
timbre		the unique quality or tone of a sound that makes it different from other sounds, even if they have the same pitch and loudness.
texture		how different musical layers (melody, harmony, and rhythm) interact and combine, creating a sense of depth and richness in the sound.
structure		the way something is organized or arranged, including its parts and how they fit together
harmony		the combination of different musical notes played or sung at the same time

pentatonic scale	a musical scale with five notes per octave, often used in various types of music like rock, blues, and folk.
riff	a short, repeated musical phrase or pattern, often used in rock, jazz, and blues to create a catchy melody or rhythm.
groove	the rhythmic feel in music that makes you want to move or dance created by the way the beats, rhythms, and instruments interact
notation	the link between sound and symbol
improvise	to create something on the spot without planning or preparation.

Genres of music studied	
RnB (rhythm & blues)	RnB is a mixture of Soul, Hip Hop and Gospel music.
rock'n'roll	Popular dance music originating in the 1950s, characterized by a heavy beat and simple melodies.
rock anthems	A powerful, energetic rock song with memorable lyrics and a strong chorus, often inspiring audience participation and a sense of unity.
3 note bossa nova	A Brazilian genre combining samba rhythms and jazz influences. often with just three notes, played in a syncopated rhythm
5 note swing	Five notes, often played in a syncopated manner.
Motown	Soul and pop music that originated in Detroit, Michigan, in the 1960s,
blues	Originated in the deep south of America and is considered an ancestor of Jazz.

Note	Rest	Name	Beats
		semibreve	4
		dotted minim	3
		minim	2
		crotchet	1
		quaver	1/2
		semiquaver	1/4

Periods of Music Timeline



Assessment

Concept: Listening and Appraising

- Using musical vocabulary to describe a range of styles and periods, along with expressing opinion
- Evaluate performances using vocabulary

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Listen to a variety of music from different styles, traditions and times.</p> <p>Recognise different instruments used.</p> <p>Start to internalise pulse using movement.</p> <p>Start using correct but basic musical language to describe the music, including pulse, rhythm, pitch.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times.</p> <p>Begin to place music in historical context.</p> <p>Recognise different style indicators/different instruments.</p> <p>Understand that the pulse is the heartbeat of music and every piece has a different pulse.</p> <p>Use musical terminology including pulse, rhythm, pitch, dynamics, tempo.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times and place in its historical context.</p> <p>Securely recognise different style indicators and different instruments and their sounds.</p> <p>Find and internalise the pulse using movement. Understand its role as the foundation of music.</p> <p>Express opinions towards it. To include pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation.</p>

Concept: Exploring and creating

- Improvisation
- Composition

• Notation

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Create music using range of instruments/voice.</p> <p>Begin to recognise link between shape and pitch.</p> <p>Notate music in different ways, (graphic / pictorial notation, video, ICT).</p> <p>Understand the difference between improvisation and composition.</p> <p>Improvise using simple rhythmic patterns of 1-3 notes and create simple melodies, beyond 3 notes.</p> <p>Consider pulse, rhythm and pitch when composing music.</p>	<p>Range of instruments/voice used for:</p> <p>Broaden improvisation – setting own boundaries to improvise within.</p> <p>Compose more complex melodies, understanding their role within a group.</p> <p>Use some formal notation as well as other methods.</p> <p>Consider pulse, rhythm, pitch, dynamics, tempo and timbre in composition.</p>	<p>Range of instruments/voice used for:</p> <p>Improvise in solo and ensemble contexts. Use five-note improvisations (or those based on pentatonic scale).</p> <p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Choose to combine and organise ideas with given structure.</p> <p>Compose melodies comprising more than 5 pitches.</p> <p>Have a firmer grasp of formal notation.</p>

<p>Concept: awareness of artistic contribution to cultural history</p> <ul style="list-style-type: none"> • Understanding of the different periods of music • Contextualise by referencing well-known historical events 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Show an interest in and discuss when different music was composed. Discuss from where certain world music derives.	Identify some famous western classical composers (such as Haydn, Beethoven, Mozart), and begin to link this to the development of classical music over the last 1000 years.	Closely link composers and period of music with key historical events.

Concept: Communicating

- Performance through singing, instrumental playing.
- Communicating to an audience

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Maintain a steady pulse.</p> <p>Sing and rap. Play tuned and un-tuned instruments with some control and rhythmic accuracy</p> <p>Practise, rehearse and present performances with awareness of an audience.</p> <p>Play solo and as an ensemble.</p> <p>Play parts by ear and from memory.</p>	<p>Perform on range of instruments/voice:</p> <p>Play parts and begin to follow notation.</p> <p>Play as an ensemble, responding to more musical cues.</p> <p>Practise, rehearse and present performances with awareness of an audience.</p> <p>Link words and mood to performance.</p>	<p>Work together as part of an ensemble.</p> <p>Demonstrate clear starts, ends of pieces / phrases, technical accuracy etc.</p> <p>Play tuned and/or un-tuned instruments with further control and rhythmic accuracy.</p> <p>Practise, rehearse and present performances with more awareness of an audience.</p> <p>Sing in harmony.</p>

	<p>Learn how to follow a leader (conductor), including when to start and stop</p> <p>Consider how melody and words should be interpreted.</p> <p>Sing in tune (albeit with limited pitch range) with a good sense of pulse and rhythm.</p> <p>Watch a recording and/or discuss the performance.</p>	<p>Sing in tune with a secure pulse and rhythm.</p> <p>Watch a recording and/or discuss the performance with reference to musical vocabulary for this phase and including opinion.</p>	<p>Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>
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