



Welburn Community Primary School Music Curriculum

Our intent for Music at Welburn Primary School is to develop children who:

- listen to different kinds of music including from different eras and cultures.
- enjoy a range of different musical experiences.
- explore creating different kinds of music using a range of instruments.
- are able to sing as part of a group.
- know the elements of music .
- use these elements to develop their understanding of music.
- can perform music to a range of audiences.

To implement this we will:

- teach the knowledge and skills needed as per the National Curriculum Programmes of Study.
- Use Model Music Curriculum to support.
- explore and use a range of musical instruments both pitched and non-pitched.
- use a range of other resources.
- Sing.
- teach and use musical vocabulary
- use musical visits and visitors wherever possible.
- allow pupils to explore musical effects and sounds.
- explore and study individual pieces of music in depth.

Resources

Please make full use of the following resources:

- **The Model Music Curriculum** including appendix- key relevant parts are inserted into this document. This has listening and signing suggestions.
- **Classroom 100 and 200** – can search using elements and has suggested music to listen to plus lesson plans if that's your thing!
- **Chrome Music**- free and very user friendly for playing/ composing.
- **LCP units**- we have the full schemes which have loads of listening and songs to sing.
- **Oak Academy** – this has some useful stuff
- **Spotify**- build play lists

Musical Planning

Oak Class

EYFS Reception

Pupils will sing a range of nursery rhymes and songs.

They will perform songs, rhymes, poems and stories.

They will move in time to the music.

Year 1 and 2

Two year cycle

Singing should form the basis of music at this stage.

Pupils will also create music through improvisation and will begin to learn some techniques such as graphic notation to help with composition.

Children should have lots of opportunity to listen to whole pieces of music in many different styles.

Whole piece depth study:

The Carnival of the Animals

Peter and the Wolf

Element: Pitch

Key learning for this element: Identify high and low sounds and compare; introduce dot notation and graphic symbols to record compositions.

LCP unit: 2a, ongoing skills 41

Element: Duration and silence

Key learning for this element: identify short and long sounds, starting and stopping and how they can be performed; know difference between crotchets and paired quavers

LCP unit: 1C

Element: Dynamics

Key learning for this element: Identify loud and soft (quiet) sounds and use to vary performance; identify gradual increases and decreases and know symbols for this.

Element: Tempo

Key learning for this element: Fast, slow and pulse in music; experiment with varying tempo and begin to understand the effect; perform steady beat; perform and create short rhythmic patterns.

LCP unit: 1b

Element: Timbre

Key learning for this element: pitched and non-pitched instruments; the orchestra and their instrument including recognizing these when listening.

LCP unit: 1a

Element: Texture

Key learning for this element: sing rounds in two parts; create and perform drones

Corresponding LCP unit: 2c

Musical Planning: Beech Class Year 3 and 4

Two year cycle

Singing is still a key thread during this time. Pupils need to be using and progressing with playing musical instruments.

Pupils should be developing their love of music and refining their individual tastes in music.

Whole piece depth study:

Young Person's Guide to the Orchestra

Danse Macabre

Element: Pitch

Previous knowledge: high & low sounds and compare; introduce dot notation and graphic symbols to record compositions.

also: short, long, loud, quiet, fast, slow, stop, go, percussion, simple rhythmic patterns

Key learning for this element: High and low with basic "do do" focused on pentatonic scale; stave; play tuned instruments.

LCP unit: 4a pentatonic scales

Element: Duration and silence

Previous knowledge: identify short and long sounds, starting and stopping and how they can be performed; know difference between crotchets and paired quavers

also high, low, loud, quiet, fast, slow, percussion, simple rhythmic patterns

Key learning for this element: basic notation, crotchet, quaver, minim and rest and basic notation for these.

LCP unit: 3b exploring rhythm

Element: Dynamics

Previous knowledge: Identify loud and soft (quiet) sounds and use to vary performance; identify gradual increases and decreases and know symbols for this.

also: short, long, high, low, fast, slow, stop, go, percussion, simple rhythmic patterns

Key learning for this element: effect of dynamics to use in performing and composing.

Corresponding LCP unit: 4b exploring sound colours

Element: Tempo

Previous knowledge: Fast, slow and pulse in music; experiment with varying tempo and begin to understand the effect; perform steady beat; perform and create short rhythmic patterns.

also: high, low, short, long, loud, quiet, stop, go, percussion, simple rhythmic patterns

Key learning for this element: how tempo affects the mood of the music; relationship between lyrics, melody and tempo; basic time signatures, 3/4 (waltz) and 4/4 (or 2/4) (march).

Corresponding LCP unit: 4c singing games

Element: Timbre

Previous knowledge: pitched and non-pitched instruments; the orchestra and their instruments including recognising these when listening.

also: high, low, short, long, loud, quiet, fast, slow, stop, go, simple rhythmic patterns

Key learning for this element: instruments of the orchestra and their grouping; effects of different instruments.

Corresponding LCP unit: 3a Sound stories

Element: Texture

Previous knowledge: sing rounds in two parts; create and perform drones

high, low, short, long, loud, quiet, fast, slow, stop, go, percussion sing rounds in two parts.

Key learning for this element: know melodic, rhythmic ostinato and drones; 2 and 4 part rounds; ternary music.

Corresponding LCP unit: 3c Class Orchestra

Musical Planning: Sycamore Year 5 and 6

Two year cycle

By the end of KS2 pupils should be able to talk confidently about their music referring to the different musical elements.

They should have a good understanding of the inter-dependency of these and the effect that varying these can have. They should be able to combine the elements when performing and composing for effect. They should be able to express their preferences confidently referring to the elements and the explaining their effect.

Whole piece depth studies:

Sherherazade

The Planets Suite

Element: Pitch

Previous knowledge: Basic “do do” pitch based on pentatonic scale; stave; play tuned instruments.

also: basic notation including rest, crescendo, diminuendo, fast, slow, knowledge of instruments.

Key learning for this element: Pitched “do re mi” used with pitched instruments; formal notation on staves (FACE and EGBDF); playing from a score; singing with vocal harmonies.

Corresponding LCP unit: (6c in part)

Element: Duration and silence

Previous knowledge: basic notation, crotchet, quaver, minim and rest.

also: basic “do re mi” pitch, basic notation including rest, crescendo, diminuendo, fast, slow, knowledge of pitched instruments, 2 part rounds, rhythmic ostinato

Key learning for this element: Further notation including semi quavers and dotted notes (add $\frac{1}{2}$ times the length); different types of rests and their duration

Corresponding LCP unit: 5a cyclic patterns

Element: Dynamics

Previous knowledge: increasing and decreasing volumes as in crescendo < and diminuendo >

also: basic “do re mi” pitch, basic notation including rest, crescendo, diminuendo, fast, slow, knowledge of pitched instruments, 2 part rounds, rhythmic ostinato

Key learning for this element: formal dynamics symbols: pp (pianissimo), p (piano), mf (mezzo forte), f (forte), ff (fortissimo); refine listening to hear different levels of dynamics; sforzando as a sudden increase; use dynamics for effect in performing and composing.

Corresponding LCP unit: 6a songwriter (see also tempo unit)

Element: Tempo

Previous knowledge: how tempo affects the mood of the music; relationship between lyrics, melody and tempo; basic time signatures, 3/4 (waltz) and 4/4 (or 2/4) (march). also: Fast, slow and pulse in music; experiment with varying tempo and begin to understand the effect; perform steady beat; perform and create short rhythmic patterns.

Key learning for this element: formal speed terms: largo (40-60bpm), adagio (66-76bpm), andante (76-108bpm), moderato (108-120bpm), allegro (120-168bpm), presto (168-200bpm), prestissimo (200-208bpm); use tempo for effect in composing and performing.

Corresponding LCP unit: 6a songwriter (see also dynamics unit)

Element: Timbre

Previous knowledge: pitched and non-pitched instruments; the orchestra and their instruments including recognising these when listening.

also: high, low, short, long, loud, quiet, fast, slow, stop, go, simple rhythmic patterns

Key learning for this element: explaining in detail effect of a piece of music and how it is created; composing and performing music for effect using a range of instruments.

Corresponding LCP unit: 5c Space

Element: Texture

Previous knowledge: melodic, rhythmic ostinato and drones; 2 and 4 part rounds; ternary music.

also: basic “do re mi” pitch, basic notation including rest, crescendo, diminuendo, fast, slow, knowledge of pitched instruments.

Key learning for this element: hold part in simultaneous songs; perform a pitched ostinato to accompany song; play an instrument as part of a group; compose music with layers/ texture; describe in detail texture and its effect

Corresponding LCP unit: 5b rounds (also 6b music hall)