

Music

Intent

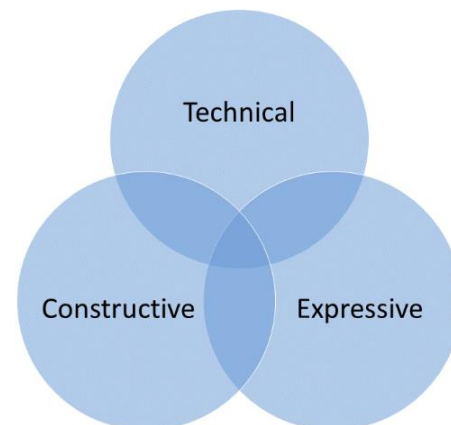
At Beech Hill school, we teach music to help children feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children to develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Understanding Different Types of Knowledge in Music

The music research review published by Ofsted on 12th July 2021 identified 'three interrelated pillars that provide the foundation of a musical education' and states that progress in music requires pupils to develop musically across each of these through the activities of performing, composing and listening.

- Technical Pillar: competence in controlling sound (instruments/technology) and use of a 'communication system' (notation).
- Constructive Pillar: knowledge of the interrelated dimensions of music and the components of composition.
- Expressive Pillar: musical quality, musical creativity, knowledge of musical meaning across the world and time.





Ofsted research review looks at how tacit (experiential), procedural (skills) and declarative (facts) knowledge can help pupils ‘become more musical’. This also reflects existing theories of musical knowledge (Swanwick et al.), which acknowledge that in music there is:






- knowledge ‘how’ (skills/procedural)
- knowledge ‘about’ (facts/declarative) and
- knowledge of (links to, but broader than, experiential/tacit).

At Beech Hill, we teach music through a predominantly procedural (skills-based) approach, delivered through tacit (experiential) and instructional learning. Alongside this, we provide the children with Must Knows to support their declarative knowledge.

Examples of Must Knows

Music - Baroque


Baroque period	The years between 1600-1750 when a particular type of music was being composed across Europe.	treble clef	bass clef
ostinato	A repeating part, can be a tune or a rhythm.		
polyphonic	A musical texture in which different parts weave in and out of each other.		

<p>Claudio Monteverdi 1567 - 1643</p>  <p>opera</p> <p>A dramatic performance in which a story is told using music and singing.</p> <p>recitative</p> <p>A section of an opera or oratorio where the sung melody imitates speech.</p>	<p>Johann Bach 1685 - 1750</p>  <p>fugue</p> <p>Music in multiple parts where a main theme (subject) and secondary theme (counter subject) appear over and over in different parts and at different pitches.</p>
<p>Johann Alchelbel 1653 - 1706</p>  <p>canon</p> <p>Music in which very similar parts are introduced one by one to overlap.</p>	<p>Henry Purcell 1659 - 1695</p>  <p>ground bass</p> <p>A repeating melody in the bass part, usually played by a cello, and most commonly found in Baroque music.</p>
<p>George Frideric Handel 1685 - 1759</p>  <p>oratorio</p> <p>A dramatic vocal work on a religious theme, like an opera, but sung without staging.</p>	

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Year 3: Pentatonic melodies and composition (Chinese New Year)

Musical style: Folk music from China



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.

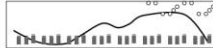
Vocabulary

- Crescendo**: When the music gets gradually louder.
- Pentatonic**: A scale made up of five notes.


Notation

The way that music is written so that others can play it.

Graphic score



Staff and other notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

INTERRELATED DIMENSIONS OF MUSIC

- DURATION**: The length of time each note is played for (long or short).
- PITCH**: How high or low a sound is.
- DYNAMICS**: The volume of the music (loud or quiet).
- TIMBRE**: The quality of sound e.g. smooth, scratchy, twinky.
- STRUCTURE**: How the music is organised into different sections.
- TEXTURE**: How many layers of sound the music has (thick or thin).

Tips for improving your performance - FACE

- Fluency**: Reducing hesitation.
- Accuracy**: Getting the melody right.
- Control**: Instrumental technique.
- Expression**: Giving a personal response to the music.

The music research review from Ofsted stated that quality music education may have the following features:

- Curriculum content that might reasonably be mastered in the time available, remembering that sometimes less is more.
- Plentiful opportunities for pupils to return to and consolidate their short-term learning.
- Repetition of key curricular content with the gradual introduction of new ideas, methods and concepts.

Therefore, at Beech Hill, we use the Condensed Curriculum from Kapow which is a spiral curriculum ensuring children return to the same skills and knowledge repeatedly, recapping on prior knowledge and then building on their depth of understanding each time.

In addition to this, the children have weekly music assemblies. In these assemblies, high quality recorded music from BBC's 40 pieces for example, is listened to and appraised and the children are given large ensemble singing opportunities.

Music is also listened to throughout the school day when appropriate. Teachers select music suggested from the Model Music Curriculum or music that links to their curriculum topics.

Early Learning Goals and National Curriculum for Music

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
EYFS framework National Curriculum	<p>ELG: Being Imaginative and Expressive</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others • Try to move in time with music. • Sing the pitch of a tone sung by another person ('pitch match') 	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned 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 inter-related dimensions of music. 	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • 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 inter-related 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. 	

Instrumental Lessons

The Model Music Curriculum 2021 recommends that:

- In year 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.

- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

Therefore, at Beech Hill, we use two units of the Kapow instrumental lessons for glockenspiel in year three. In years 4, 5 and 6 children are given the opportunity of joining the school orchestra which is run by Music for the Many who are professional musicians. The children in the orchestra are given small group tuition by the orchestra tutors in school time. In year 6, all of the children are taught clarinet by Calderdale Music Trust tutors.

Long Term Plan

The units for reception to year 6 are from Kapow's Condensed Curriculum and have 5 lessons per unit. The nursery units are planned by our EYFS team to link to specific themes whilst preparing the children for the reception curriculum.

EYFS Long Term Plan

Unit	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Nursery	<p><u>Once upon a time</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Exploring the sounds of different instruments.</p>	<p><u>Magnificent Me</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Learning and performing songs with actions.</p> <p>Physically imitating the actions of instrument players.</p> <p>Listening to a range of different music genres.</p>	<p><u>Old McDonald had a farm</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Using voices as instruments.</p> <p>Exploring pulse by beginning to tap and clap.</p>	<p><u>Teddy Bears’ Picnic</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Using instruments to create sounds that link to the bear hunt.</p> <p>Exploring long and short sounds and loud and quiet sounds.</p> <p>Creating a simple representation of a musical instrument.</p>	<p><u>Amazing Animals</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Exploring quiet, loud, slow and fast.</p>	<p><u>Wiggle and Grow</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Responding to classical music using silk scarves.</p> <p>Expressing feelings and musical responses.</p>
	Reception	<p>Exploring Sound</p> <p>To explore using voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and</p>	<p>Celebration Music</p> <p>To learn about music from other cultures, (the festival of Diwali, the festival of Hanukkah, festival of Kwanzaa and Christmas)</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p>	<p>Music and Movement</p> <p>To understand why songs have actions</p> <p>To learn some simple Makaton signs to accompany a song</p> <p>To explore beat through body movement</p> <p>To express feelings and emotions through movement to music</p>	<p>Musical Stories (6 lessons)</p> <p>To listen to:</p> <p>“Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>“Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p>	<p>Transport</p> <p>To explore and mimic the sounds of different vehicles</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes</p>

	<p>differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>To take part in a traditional call and response song</p>	<p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience.</p> <p>To respond to music with movement</p>	<p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To use actions to retell a story to music</p> <p>To sing and perform a group song</p> <p>To create a musical story based upon a familiar routine</p> <p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story</p>		<p>Listening, moving to and talking about music, expressing feelings and responses.</p> <p>Engaging in music by performing and dancing.</p> <p>Experimenting with playing tuned and untuned instruments in time to familiar songs.</p> <p>Choosing appropriate instruments to represent different parts of a song.</p>
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Year 1-6 Long Term Plan

Unit	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	<p>Pulse and rhythm</p> <p>Theme (All about me)</p> <p>Using voice and hands to make music.</p> <p>Clapping and playing in time to the music.</p> <p>Playing simple rhythms on an instrument.</p> <p>Listening to and repeating short rhythmic patterns.</p> <p>Understanding the difference between pulse and rhythm.</p>	<p>Musical Vocabulary</p> <p>(Theme: Under the Sea)</p> <p>Understand the musical vocabulary: pulse and tempo</p> <p>Understanding and explaining what dynamics and timbre are</p> <p>Understanding and explaining what pitch and rhythm are</p> <p>Understanding and explaining what texture and structure are</p> <p>Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>Timbre and Rhythmic Patterns (Theme: Fairy Tales)</p> <p>Using voices expressively to speak and chant whereby representing different characters.</p> <p>Selecting suitable instrumental sounds to represent a character.</p> <p>Composing and playing a rhythm by clapping syllables and rhythmic patterns in words.</p> <p>Recognising how timbre is used to represent characters in a piece of music.</p> <p>Keeping the pulse using untuned instruments. Listening and responding to other performers.</p>	<p>Pitch and Tempo</p> <p>(Theme: Superheroes)</p> <p>Understanding and explaining the concept of pitch.</p> <p>Creating a pattern using two pitches.</p> <p>Understanding and explaining the concept of tempo by recognising and performing fast and slow music.</p> <p>Creating a superhero theme tune.</p> <p>Performing confidently as part of a group.</p>
2	<p>West African call and response song (Theme: Animals)</p> <p>Creating short sequences of sound using instruments and voices.</p> <p>Copying a short rhythm and recognising simple notation. Learning a traditional song from Africa.</p> <p>Creating rhythms based on 'call and response', working with a partner to</p>	<p>Orchestral instruments</p> <p>(Theme: Traditional Stories)</p> <p>Listening to and analysing orchestral, film musical version of a traditional story and knowing the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion and recognising different orchestral instruments.</p>	<p>Musical Me</p> <p>Singing and playing an instrument at the same time.</p> <p>Choosing and playing appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound).</p> <p>Using musical notation to play melodies (tunes).</p>	<p>Myths and legends</p> <p>Creating different rhythms. Showing structure on a graphic score.</p> <p>Writing a graphic score to show texture.</p> <p>Composing a piece of music with a given structure as part of a group.</p> <p>Performing a group composition by listening to others.</p>

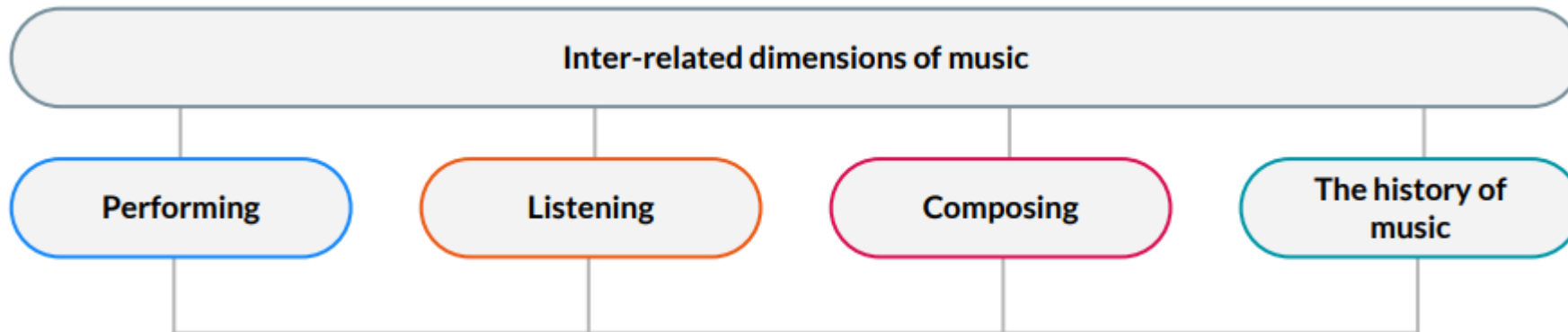
	<p>think of a question (call) and a short answer (response).</p> <p>Adding dynamics (volume) to a structure of rhythms and playing composition using a simple rhythm on an untuned percussion instrument.D7</p>	<p>Selecting appropriate sounds to match events, characters and feelings in a story.</p> <p>Writing a play script and selecting appropriate musical sounds to accompany it.</p> <p>Performing a story script with accompanying music confidently.</p>	<p>Using letter notation to write and create their own melody.</p> <p>Helping create a piece of music using timbre and dynamics in musical composition by working as part of a group.</p>	
3	<p>Instrumental Scheme:</p> <p>South Africa</p> <p>To identify the basic key features of staff notation</p> <p>To recognise and play minims by ear and from staff notation, moving up and down by step</p> <p>To recognise and play semibreves by ear and from staff notation</p> <p>To recognise and play crotchets and crotchet rests by ear and from staff notation</p> <p>To compose rhythmic patterns for a gumboot dance</p>	<p>Developing singing technique (Theme: The Vikings)</p> <p>Singing in time with others.</p> <p>Following and singing in tune and in time.</p> <p>Recognising simple rhythmic notation by ear and by sight.</p> <p>Using simple rhythmic notation to compose a Viking battle song.</p> <p>Performing music with confidence and discipline.</p>	<p>Instrumental scheme</p> <p>Caribbean</p> <p>To understand the main features of Calypso music</p> <p>To improvise a vocal part in the style of a Calypso</p> <p>To understand how and why percussion instruments can be used in Calypso music</p> <p>To recognise and perform quavers from staff notation</p> <p>To improvise in a Calypso style using a pentatonic scale</p>	<p>Pentatonic Melodies and composition</p> <p>(Theme: Chinese New Year)</p> <p>Learning about the music used to celebrate the Chinese New Year festival.</p> <p>Playing, writing and performing a pentatonic melody using letter notation.</p> <p>Performing a group composition made up three layered pentatonic melodies.</p>
4	<p>Body and tuned percussion</p> <p>(Theme: Rainforests)</p> <p>Identifying structure and texture in music.</p> <p>Creating musical rhythms using body percussion.</p> <p>Creating simple tunes.</p> <p>Building and improving a composition.</p>	<p>Samba and Carnival sounds and instruments</p> <p>Recognising and identifying the main features of samba music.</p> <p>Understanding and playing syncopated rhythms.</p> <p>Composing a basic rhythmic break.</p>	<p>Adapting and transposing motifs</p> <p>(Theme: Romans)</p> <p>Singing in tune and in time with other people and a backing track.</p> <p>Understanding what a musical motif is.</p> <p>Composing, notating, developing and transposing a motif.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Singing accurately in two parts using expression and dynamics.</p> <p>Recognising and identifying key elements of music.</p> <p>Knowing what an ostinato is and creating and performing a vocal ostinato.</p>

		Performing rhythmic breaks within the samba piece.	Combining and performing different versions of a musical motif.	Improving and performing a piece of music based around ostinatos.
5	<p>Composition notation (Theme: Ancient Egypt)</p> <p>Singing with accuracy fluency, control, and expression.</p> <p>Exploring and using different forms of notation.</p> <p>Understanding note length.</p> <p>Reading simple pitch notation.</p> <p>Using hieroglyphs and staff notation to write a piece of music.</p>	<p>Blues</p> <p>Knowing the key features of blues music.</p> <p>Playing the first line of the twelve bar blues.</p> <p>Playing the twelve bar blues.</p> <p>Playing the blues scale going up and down.</p> <p>Improvising with notes from the blues scale.</p>	<p>South and West Africa</p> <p>To sing a traditional African song unaccompanied.</p> <p>Using tuned percussion to play a chord progression.</p> <p>Using vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>Playing African inspired rhythms using percussion instruments</p> <p>Creating an eight beat break to play within a performance</p>	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>Understanding that music can be represented with colours and naming the features or the mood of a piece of music.</p> <p>Representing a piece of music as a graphic score and identify features of music.</p> <p>Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch.</p> <p>Creating a piece of music inspired by a single colour and describing the musical features of a piece of music.</p> <p>Working as a group to perform a piece of music.</p>
6	Instrumental clarinet lessons provided by Calderdale Music Service – Taught throughout the year- 1 hour per week			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Dynamics, pitch and tempo (Theme: Fingal's Cave)</p> <p>Appraising the work of a classical composer (Felix Mendelssohn), using creative language to characterise the music.</p> <p>Improvising and composing as a group, using changes in dynamics, pitch and tempo and notating ideas using a graphic score.</p> <p>Appraising the work of peers' constructively.</p>	<p>Theme and variations (Theme: Pop art)</p> <p>Exploring the musical concept of theme and variations; relating it to Pop Art and performing a rhythm in different ways.</p> <p>Comparing and contrasting different variations in the piece 'The Young Person's Guide to the Orchestra' - and relating these to different pieces of art.</p> <p>Learning how an orchestra is put together.</p> <p>Using complex rhythms to be able to perform a theme using body percussion, staying in time with the pulse. Following a vocal line with accuracy.</p> <p>Playing the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time and notating them.</p> <p>Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>	<p>Baroque</p> <p>Understanding the importance of Monteverdi in the history of opera.</p> <p>Reading and playing a canon from staff notation.</p> <p>Demonstrating an understanding of Baroque music features when composing.</p> <p>Combining knowledge of staff notation and aural awareness to play a fugue.</p> <p>Applying their understanding of fugue structure when performing with others.</p>	<p>Composing a leavers song</p> <p>Listening to and describing music.</p> <p>Writing lyrics for a song.</p> <p>Organising lyrics into a song structure.</p> <p>Exploring a backing track and using vocal improvisation and known melodies.</p> <p>Composing a verse and chorus melody.</p>
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Progression in Music

The Kapow condensed curriculum has a comprehensive subject progression document that shows class teachers what is expected of the children in each year group in regards to each of these strands of music.



For example, with texture from the inter-related dimensions of music, a year 1 child needs to understand that music has layers called texture, whereas a year 5 pupil needs to understand that poly rhythms means that many different rhythms are played at once.