

# Whitley Park KS1 Music Curriculum Overview

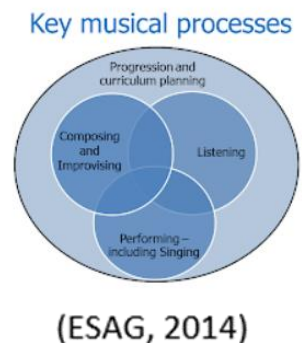
## Intent

The Whitley Park Primary Music Curriculum aims to inspire students to be educated citizens with an appreciation of creativity and achievement. The curriculum will give them the tools to become confident and engaging musicians. There will be an opportunity to work independently to improve their skills in singing and instrumental technique, work collaboratively with others to communicate musical ideas, to use their creative flair to compose and improvise and to become critical listeners who can appreciate and evaluate a diverse range of musical styles. To facilitate this music at Whitley Park will be accessible and inclusive with a curriculum which is spiral in nature, enabling students to build on their musical skills as they progress through school. They will re-visit the areas of listening, performing and composing, building and consolidating their skills in confidence, concentration, memory and resilience. The curriculum will provide opportunities to share their talents and develop a love of singing, playing tuned and untuned instruments, listening to live and recorded music and exploring a range of recording techniques and musical technology. Students will learn about the interrelated dimensions of music; pitch, duration, dynamics, tempo, timbre, texture and structure and progressively learn to use staff notation. In addition, they will study a range of historical periods, genres, traditions and styles and the work of great composers and musicians.

## Core Knowledge and Skills

By the end of KS1 pupils should:

- 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 inter-related dimensions of music.



## Musical Skills

	NC Statements Pupils should be taught to...	Initiating Year 1	Building Year 2	Deepening Year 1 & 2
Performing	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> </ul>	<p>Speak, chant and sing short songs and rhymes from memory.</p> <p>Begin to keep the shape of the melody when singing (stay in tune).</p> <p>Respond to basic start/stop signals from leader.</p> <p>Repeat a short, simple rhythm using hands, tuned and untuned instruments.</p> <p>Maintain the pulse (play on the beat) of a short piece of music using hands, tuned and untuned instruments.</p>	<p>Singing and chanting short songs and rhymes from memory, with increasing melodic and rhythmic accuracy.</p> <p>Respond to signals indicating changes in dynamics.</p> <p>Play simple rhythmic patterns on tuned and untuned instruments.</p> <p>Perform from simple graphic scores.</p>	<p>Sing and chant with increasing expression, using basic dynamics (loud and quiet).</p> <p>Understand the importance of and learn some techniques to warm up voices.</p> <p>Play tuned and untuned instruments with increasing accuracy and control.</p>
	<b>Suggested Vocabulary:</b>	Perform, chant, sing, song, rhyme, words, voice, warm up, instrument, clap, hum, blow, strike, hit, shake, pluck Tune, melody Rhythm, pulse, beat, repeat, Start, stop.	As Y1, plus: Signal, loud, louder, quiet, quieter Silence, rest Tuned, untuned	

Composing	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Newly introduced, focus dimensions in <b>bold</b>.</p>	<p>Experiment with <b>dynamics, tempo</b> and <b>pitch</b> using bodies, voices and instruments.</p> <p>Select and combine different sounds to create a soundscape.</p>	<p>Experiment with dynamics, tempo, pitch and <b>duration</b> using bodies, voices and instruments.</p> <p>(Concept and control intro'd in GFoL unit, then apply to compositions)</p> <p>Create a short sequence of sounds, composing rhythm and melody. (e.g. ABC, AABCC).</p> <p>Use graphic score to record compositions.</p>	<p>Select and combine sounds for a purpose.</p> <p>Consider the effects of musical choices.</p>
	<p><b>Suggested Vocabulary:</b></p>	<p>Dynamics: Volume, loud, louder, quiet, quieter</p> <p>Tempo: Fast, faster, slow, slower</p> <p>Pitch: High, getting higher, going up, low, getting lower, going down</p> <p>Sound, sequence, soundscape, descriptive vocab to describe different qualities of sounds – tinkle, scratch, plod, stomp etc.</p>	<p>As Year 1, plus:</p> <p>Pitch: steps, leaps, slides, rising, falling, note, letter names for pitch (A-G)</p> <p>Duration: short, shorter, staccato, long, longer, legato</p> <p>Compose, score, record, rhythm grid, note, notation, symbol, rest, beat, read.</p>	

Listening, Appraising & Reviewing	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<p>Listen attentively to a short piece of music.</p> <p>Give basic opinion on a piece of music and begin to give a reason for this opinion.</p> <p>Respond to the mood of a piece of music.</p> <p>Recognise examples of musical dimensions learnt so far – pitch, dynamics, tempo.</p> <p>Begin to identify the pulse of a piece of music.</p>	<p>Listen attentively to a longer piece of music.</p> <p>Give opinions on a piece of music, beginning to support with reasons relating to musical features.</p> <p>With support, recognise examples of and changes in musical dimensions learnt so far – pitch, dynamics, tempo, duration.</p> <p>Begin to describe the impact of musical features on the mood of a piece of music.</p> <p>Independently identify and keep the pulse of a piece of music.</p>	<p>Increasingly use taught vocabulary to talk about music.</p>
	<p><b>Suggested Vocabulary:</b></p>	<p>Descriptive vocabulary to describe mood: Mood, happy, sad, lively, fun, gentle, angry</p> <p>Pitch: High, getting higher, going up, low, getting lower, going down Dynamics: Volume, loud, louder, quiet, quieter Tempo: Fast, faster, slow, slower Pulse, beat</p>	<p>As Y1, plus: Duration: short, shorter, staccato, long, longer, legato</p> <p>Names of instruments – see knowledge. Family, brass, string, woodwind, percussion</p>	

## Musical Knowledge – History, Genres, Instruments and Composers

<b>NC Statements</b> Pupils should be taught to...	<b>Initiating</b> Year 1	<b>Building</b> Year 2	<b>Deepening</b> Year 1 & 2
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing <b>songs</b> and speaking <b>chants and rhymes</b>.</li> <li>Play <b>tuned and untuned instruments</b> musically</li> <li>Listen with concentration and understanding to a <b>range of high-quality live and recorded music</b>.</li> </ul>	<p>Know a range of traditional and modern rhymes and songs.</p> <p>Know the names of some common instruments: piano, guitar, violin, drum, flute, trumpet, chime, bell</p>	<p>Continue to build a repertoire of songs and rhymes.</p> <p>Name <b>some</b> common instruments by sight. As Y1, plus: keyboard, organ, viola, cello, double bass, clarinet, French horn, trombone, tuba, bass drum, snare drum, tambourine, cymbals, bongos, gong.</p>	<p>Listen to and appraise a range of music genres. (See recommended coverage below)</p>
<p>Coverage of composers, traditions, genres and musical periods:</p>	<p><b>Traditional rhymes and songs –</b> See suggestions: I:\TRANSFORMATION TEAMS\Music\2. Resources\Listening and Performing_Banks of songs and music</p> <p><b>Contemporary –</b> No Place Like by Kerry Andrews. (BBC Teach – Ten Pieces Unit) See resources: I:\TRANSFORMATION TEAMS\Music\Resources\Year 1\No Place Like - Spring1 Focus objectives highlighted in yellow. If using this unit as inspiration for composition, be sure to focus on relevant dimensions (pitch, dynamics, tempo), not those suggested in BBC unit pack.</p> <p><b>Baroque –</b> Vivaldi's <i>Four Seasons</i> (BBC Teach – Ten Pieces) BBC site/resources focuses mainly on <i>Winter</i>, but opportunity here to listen to all four concertos and tie in with Science</p>	<p><b>Building repertoire of songs, chants and rhymes –</b> See suggestions: I:\TRANSFORMATION TEAMS\Music\2. Resources\Listening and Performing_Banks of songs and music</p> <p><b>Great Fire of London Rhymes/Chants –</b> London's Burning &amp; Ring-a-ring o'Roses (Hamilton Unit) See resources: I:\TRANSFORMATION TEAMS\Music\Resources\Year 2\Hamilton_GFoL Focus objectives highlighted in orange, performance provides coverage to explore dimensions taught so far, except duration. Could extend planning to cover graphic score, map out as class.</p> <p><b>Early 20<sup>th</sup> Century –</b> Florence Price (BBC Teach – Ten Pieces)</p>	

	<p>learning about seasons and their features, respond to mood using movement and words.</p>	<p>African-American female composer, used West African influences, incorporating Juba into her symphonies. Use as basis to focus on <b>Listening objectives</b>, or extend. All BBC planning/resources saved here, could be adapted for use: I:\TRANSFORMATION TEAMS\Music\Resources\Year 2\Florence Price</p> <p><b>Genres from African Countries</b> – see I:\TRANSFORMATION TEAMS\Music\Resources\Year 2\Genres from Across Africa Includes list of genres, instrument info and links to some examples.</p>	
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