

# Whitley Park LKS2 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

Pupils should be taught to:

- 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 interrelated 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.

Key musical processes



(ESAG, 2014)

## Musical Skills

	NC Statements Pupils should be taught to...	Initiating Year 3	Building Year 4	Deepening Year 3 & 4
Performing	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>	<p>Maintain a simple part within an ensemble, in unison, with some accuracy in keeping time with peers.</p> <p>Read some basic traditional notation (bar/grid/staff), progressing towards using standardised symbols to represent rhythm (see <i>Composing</i>).</p>	<p>Perform a short solo part by playing or singing.</p> <p>Begin to read simple melodic staff notation, using letter names and standardised symbols.</p>	<p>Rehearse and perform longer, more complex songs and musical pieces.</p> <p>Develop expression when singing by emphasising diction and beginning to sing with emotion.</p> <p>Develop posture, articulation and breathing techniques to refine singing performance.</p> <p>Rehearse and perform to enhance accuracy (in time and pitch), fluency, control (pitch, tempo and dynamics) and expression, with some consideration of the impact on the audience.</p>
	<b>Suggested Vocabulary, as KS1, plus:</b>	<p>Unison, blending, lyrics, in time, range, choir, duet</p> <p>Staff, stave, note, breve, semi-breve, minim, crotchet, quaver, semi-quaver</p>	<p>Solo, accompaniment</p> <p>Letter names A-G, octave, (Start to introduce placing notes on lines / in spaces, but focus on annotating with letter names)</p>	Songs: Verse, chorus, bridge, phrase

Composing	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Use and understand staff and other musical notations</li> </ul> <p>Newly introduced, focus dimensions in <b>bold</b>.</p>	<p><b>Create repeated patterns with a range of instruments.*</b></p> <p>Compose short melodies, experimenting with dynamics, tempo, pitch, and duration to create different effects.</p> <p>Use graphic score to record use of dimensions within compositions.</p> <p>Use silent beats (rests) for effect.</p> <p>Begin to use traditional notation (grid→staff) to record short rhythms.</p> <p><b>*Range dependent on available resources</b></p>	<p>Begin to order, layer and combine sounds to <b>experiment with different textures</b>.</p> <p>Combine different inter-related dimensions of music (dynamics, tempo, pitch, duration, <b>texture</b>) within longer compositions.</p> <p>Begin to record short melodic compositions on the stave, using standardised notation.</p>	<p>Improvise as part of the composition process, beginning to consider musical style.</p> <p>Consider the effects of musical choices on the listener.</p> <p>Use musical dimensions to create a mood or message.</p>
	<p><b>Suggested Vocabulary:</b></p>	<p><b>From KS1:</b>  Dynamics: Volume, loud, louder, quiet, quieter  Tempo: Fast, faster, slow, slower  Pitch: High, getting higher, going up, low, getting lower, going down, steps, leaps, slides, rising, falling  Duration: short, shorter, staccato, long, longer, legato  Compose, score, record, rhythm grid, note, notation, symbol, rest, beat, read.  <b>Plus:</b>  Bar, staff, stave, note, breve, semi-breve, minim, crotchet, quaver, semi-quaver.  Letter names for melodies – A-G</p>	<p><b>Incl. KS1 and Y3, plus:</b>  Texture: solo, unison, layer, ensemble, thick, thin  Notation: Treble clef (most likely to use)  Lines - E, G, B, D, F (Every Good Bat Deserves Fruit)  Spaces – F A C E  Bass clef (lower notes)  Lines – G B D F A (Good Bikes Don't Fall Apart)  Spaces – A C E G (All Cows Eat Grass)</p>	

Listening, Appraising & Reviewing	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*</li> </ul> <p>Newly introduced, focus dimensions in <b>bold</b>.</p> <p>*Suggested traditions, composers and musicians for each year group specified in Musical Knowledge.</p>	<p>Identify examples of and changes in musical dimensions learnt so far (pitch, tempo, dynamics, duration, <b>texture</b>, [mood]) within longer pieces of music.</p>	<p>Identify musical features learnt so far (pitch, tempo, dynamics, duration, texture, [mood]) and begin to associate their use with different styles and traditions of music.</p> <p>Begin to identify families of instruments by ear.</p>	<p>Appraise and review music, using taught vocabulary to support opinions.</p> <p>Develop aural memory by repeating/echoing/describing short phrases with increasing accuracy.</p> <p>Recognise a variety of purposes for playing and listening to music, within different cultures and historical periods.</p> <p>[All composers and genres could be linked to these objectives.]</p>
	<p><b>Suggested Vocabulary, as KS1, plus :</b></p>	<p>Changes in dimensions:  Pitch: Glissando, step, leap  Tempo: accelerando, ritardando  Dynamics: Crescendo, diminuendo/decrescendo</p> <p>Mood – as KS1, plus:  See I:\TRANSFORMATION TEAMS\Music\Resources for <i>Glossary of Italian Musical Terms</i></p>	<p>Families of instruments: Percussion, string, brass, woodwind</p> <p>Names of instruments – see knowledge.</p>	

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

NC Statements Pupils should be taught to...	Initiating Year 3	Building Year 4	Deepening Year 3 & 4
<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from <b>different traditions</b> and from <b>great composers and musicians</b>.</li> <li>Develop an understanding of the <b>history of music</b>.</li> </ul>	<p>Name the four families of instrument and begin to classify instruments by their characteristics.</p> <ul style="list-style-type: none"> <li>String, percussion, woodwind, brass.</li> </ul> <p>Name common instruments by sight: keyboard, organ, viola, cello, double bass, clarinet, French horn, trombone, tuba, bass drum, snare drum, tambourine, cymbals, bongos, gong.</p> <p><i>Composers, traditions, genres and musical periods to be covered:</i></p> <p><b>Baroque –</b> J S Bach (BBC Teach – Ten Pieces) See I:\TRANSFORMATION TEAMS\Music\Resources\Year 3\J S Bach BBC site/resources focuses on <i>Toccata and Fugue</i>. Use to focus on Listening objectives. BBC Planning saved for unit/extension ideas, but needs adapting to ensure coverage of required objectives.</p> <p><b>Pop –</b></p>	<p>Begin to identify families of instruments by ear:</p> <ul style="list-style-type: none"> <li>String, percussion, woodwind, brass.</li> </ul> <p>Name a range of instruments by sight, including but not limited to: keyboard, organ, viola, cello, double bass, clarinet, French horn, trombone, tuba, bass drum, snare drum, tambourine, cymbals, bongos, gong.</p> <p><i>Composers, traditions, genres and musical periods to be covered:</i></p> <p><b>Classical –</b> Mozart &amp; Beethoven (BBC Teach – Ten Pieces) See resources, info and audio: I:\TRANSFORMATION TEAMS\Music\Resources\Year 4\Classical_Mozart and Beethoven Use to focus on listening objectives. BBC Planning saved for unit/extension ideas, but needs adapting to ensure coverage of required objectives.</p>	<p>Continue to build a repertoire of songs from a range of cultures, traditions and periods across history.</p>

See suggestions and info:  
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Possible focus/links to objectives  
highlighted in blue.

**Reggae –**  
See suggestions and info:  
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TEAMS\Music\Resources\Year 3\Reggae  
Possible focus/links to objectives  
highlighted in purple.

**Latin American –**  
See info and audio clips:  
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TEAMS\Music\Resources\Year 4\Latin  
Possible focus/links to objectives  
highlighted in orange.

**Rock –**  
See suggestions and info:  
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TEAMS\Music\Resources\Year 4\Rock  
Possible focus/links to objectives  
highlighted in pink.