

Whitley Park UKS2 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.

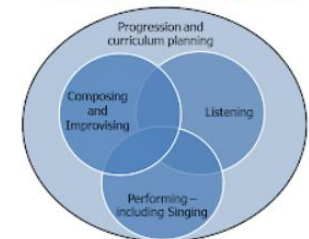
To facilitate this music at Whitley Park will be accessible and inclusive with a curriculum which is spiral in nature, enabling students to build on their musical skills as they progress through school. They will re-visit the areas of listening, performing and composing, building and consolidating their 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 5	Building Year 6	Deepening Year 5 & 6
Performing	<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 Use and understand staff and other musical notations 	<p>Recognise and use new structural forms.</p> <p>Maintain own part within these structures whilst others perform separate parts.</p> <p>Explore rap performance and vocal effects.</p> <p>Read more complex melodies using staff notation.</p> <p>Refer to staff notation when rehearsing and performing.</p>	<p>Sing/perform harmony parts.</p> <p>Begin to perform parts from memory.</p> <p>Begin to improvise within known pieces, singing or playing.</p> <p>Explore basic chords through singing or playing.</p> <p>Use staff notation to rehearse, beginning to use written musical directions.</p>	<p>Perform a range of solo and ensemble pieces.</p> <p>Develop voice projection to perform solo parts confidently.</p> <p>Rehearse and perform to enhance accuracy (in time and pitch) and fluency.</p> <p>Refine use of musical dimensions to perform with control and expression.</p> <p>Use understanding of meaning to add expression and communicate mood to the audience.</p> <p>Explore different styles of singing.</p> <p>Begin to develop some understanding of musical keys and scales.</p>
	Suggested Vocabulary, as KS1 and LKS2, plus:	Form, rondo, part, repeat	Part, harmony, chord, triad Directions: adagio/lento, allegro, piano, forte, crescendo <, diminuendo > (See Resources: Glossary of Italian Musical Terms)	Key, scale, major, minor, natural, sharp, flat, tone, semitone, octave

Composing	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations <p>Newly introduced, focus dimensions in bold.</p>	<p>Combine inter-related dimensions of music (dynamics, tempo, pitch, duration, texture, timbre) to create desired effects for a purpose.</p> <p>Select instruments and voices to explore and incorporate different timbres.</p>	<p>Consider and experiment with structure to create interesting compositions.</p> <p>Compose an original song, combining lyrics and melody.</p>	<p>Improvise within a given style, considering appropriate use of musical dimensions.</p> <p>Use staff notation to record compositions.</p> <p>Use technology to record and edit compositions.</p> <p>Discuss and refine musical choices for compositions.</p>
	<p>Suggested Vocabulary, as KS1 and LKS2, plus:</p>	<p>Timbre: soft, brassy, gentle, natural, raucous, smooth, rich, deep, mellow, shrill, reedy, breathy, rounded, full, piercing, warm, resonant, bright, dark, light, flat, clear, pure, buzzy</p>	<p>Structure: Intro, verse, chorus, bridge, refrain, outro/coda, themes and variations, riff</p>	

Listening, Appraising & Reviewing	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.* <p>Newly introduced, focus dimensions in bold.</p> <p>*Suggested traditions, composers and musicians for each year group specified in Musical Knowledge.</p>	<p>Identify families of instruments by ear.</p> <p>Begin to name some instruments by ear and, with support, describe their timbre.</p> <p>Confidently use musical vocabulary to discuss and appreciate musical dimensions and features of pieces of music of different styles, genres and traditions.</p>	<p>Name some common instruments by ear, describing their timbre.</p> <p>Begin to recognise different musical structures.</p> <p>Evaluate and compare pieces of music, using a range of musical vocabulary, referring to musical dimensions and linking to features of different styles, genres and traditions.</p>	<p>Continue to develop aural memory by internalising and repeating longer, more complex phrases with increasing accuracy.</p> <p>Evaluate own and others' musical compositions, using musical vocabulary and suggesting ideas for improvement.</p> <p>[All composers and genres could be linked to these objectives.]</p>
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	<p>Suggested Vocabulary:</p>	<p>Families: percussion, string, brass, woodwind.</p> <p>For names of instruments, see Musical Knowledge table.</p>	<p>Musical structures: Rondo, sonata, themes and variations, song structure</p> <p>For names of instruments, see Musical Knowledge table.</p> <p>Structure: Intro, verse, chorus, bridge, refrain, outro/coda, themes and variations, riff</p> <p>Contrast, repetition, continuity</p> <p>For names of instruments, see Musical Knowledge table.</p>	
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Musical Knowledge – History, Genres, Instruments and Composers

NC Statements Pupils should be taught to...	Initiating Year 5	Building Year 6	Deepening Year 5 & 6
<ul style="list-style-type: none"> 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. 	<p>Identify the four families of instruments by ear:</p> <ul style="list-style-type: none"> String, percussion, woodwind, brass. <p>Begin to name some of these common instruments by ear: keyboard, organ, viola, cello, double bass, clarinet, French horn, trombone, tuba, bass drum, snare drum, tambourine, cymbals, bongos, gong.</p> <p>Composers, traditions, genres and musical periods to be covered:</p> <p>Romantic – Tchaikovsky</p>	<p>Name some common instruments by ear, 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>Composers, traditions, genres and musical periods to be covered:</p> <p>Early 20th Century – Edward Elgar (BBC Teach – Ten Pieces)</p> <p>See resources, info and audio: I:\TRANSFORMATION</p>	<p>Continue to build a repertoire of more complex songs from a range of cultures, traditions and periods across history.</p> <p>Explore different styles of singing, including but not limited to:</p> <p>Jazz scat</p> <p>Rap</p> <p>Choral</p> <p>Opera</p>

	<p>(BBC Teach – Ten Pieces)</p> <p>See resources, info and audio: I:\TRANSFORMATION TEAMS\Music\Resources\Year 5\Romantic</p> <p>Use to focus on listening objectives.</p> <p>BBC Planning saved for unit/extension ideas, but needs adapting to ensure coverage of required objectives.</p> <p>Early 20th Century –</p> <p>Holst's <i>The Planets</i> (BBC Teach – Ten Pieces)</p> <p>See resources and info: I:\TRANSFORMATION TEAMS\Music\Resources\Year 5\Early 20th Century_Holst</p> <p>BBC Planning saved for unit/extension ideas, but needs adapting to ensure coverage of required objectives. BBC Teach focuses on <i>Mars</i>, but opportunity here to appreciate entire suite and link to Science learning about space. Could use as inspiration to create a composition about Earth, the sun or the moon.</p> <p>Possible focus/links to objectives highlighted blue.</p> <p>Hip-Hop –</p> <p>See suggested songs/artists and info: I:\TRANSFORMATION TEAMS\Music\Resources\Year 5\Hip-hop</p> <p>Possible focus/links to objectives highlighted in yellow.</p>	<p>TEAMS\Music\Resources\Year 6\Early 20th Century_Elgar</p> <p>Possible focus/link to objectives highlighted orange.</p> <p>BBC Planning saved for unit/extension ideas, but needs adapting to ensure coverage of required objectives. Good opp to extend for composition, but again, ensure focus on required objectives.</p> <p>Contemporary –</p> <p>Film Music</p> <p>See suggested composers/soundtracks: I:\TRANSFORMATION TEAMS\Music\Resources\Year 6\Contemporary_Film Music</p> <p>Possible focus / links to objectives highlighted in pink.</p> <p>Could link to Magic, Myth and Marvel.</p> <p>Contemporary –</p> <p>Jazz – Gershwin's <i>Rhapsody in Blue</i> (BBC Teach – Ten Pieces)</p> <p>Plus various other suggestions</p> <p>See resources and info: I:\TRANSFORMATION TEAMS\Music\Resources\Year 6\Jazz</p> <p>Possible focus/links to objectives highlighted in yellow.</p> <p>Could link nicely to Americas topic theme.</p>	
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