

## ***Whitehill Junior School Music Curriculum Overview and information 2020***

### **Our Aims**

Music enables pupils to express themselves, be inspired by composers and performances. Musicians at Whitehill embrace their creativity and explore a range of instruments and music styles. Learning music can enhance broader skills such as team collaboration, turn taking and appreciation of others. Music can also be seen to have a significant impact on the wellbeing of individuals. Music is taught both within lessons in class as well as through singing assemblies, to fulfil the requirements set out in the National Curriculum. Every child will learn to play an instrument as well as musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Each year will include a recap on previous skills as well as broadening and develop musical knowledge.

The National Curriculum set out the following aims for music:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of their time at Whitehill, pupils will be able to appreciate a range of music and have the confidence to perform as part of a small group in front of a small audience. Pupils will also be able to enjoy the music they experience and hear in their daily lives and understand the impact it might have on people or as part of a broader artistic experience (for example in a film). They will be able to talk about what they hear within music considering the instruments they can hear and the types of genres (such as classical, jazz or folk music). Pupils will be creative when composing their own music and will have had the opportunity to play a range of instruments.



Pupils will learn to:	Play and perform in solo 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 notation.	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
Throughout the school	<p><b>Church Service</b> Sing in a formal Christmas Church Service in front of an audience.</p> <p><b>Individual Opportunities</b> Perform in front of an audience and will have opportunities such as:</p> <ul style="list-style-type: none"> <li>- Orchestra Assembly</li> <li>- Woodwind Assembly</li> <li>- Guitar Assembly</li> <li>- String Assembly</li> <li>- Weekly singing assembly</li> <li>- Choir performances</li> <li>- Assembly entrance music</li> </ul>	<p><b>Singing Assembly</b> Listen carefully to pitch and rhythms when learning new songs.</p> <p>Take part in two and three part singing.</p>			<p><b>Singing Assembly</b></p> <p>Listen to different pieces of music, identifying types of music or backgrounds as well as the history of the composers.</p> <p>Sing a range of music (including rounds, 2 part and 3 part singing) as part of a large ensemble.</p>	<p><b>Singing Assembly</b></p> <p>Listen to a range of pieces at the beginning of assemblies.</p> <p>Discuss the history of the composers in singing assembly.</p>
Year 3  Linked to Rainforests	<p>Perform and record Rainforest compositions using percussion instruments.</p> <p>Sing in a chorus, both as a group and in parts in a formal production to an audience.</p> <p>Perform as part of an Ensemble on an instrument</p>	<p>Compose their own rainforest inspired music using percussion instruments.</p> <p><b>Inter-related dimensions of music</b> Use and understand the meaning of musical terms such as. <b>structure, dynamics, tempo and texture of music and explore them in music.</b></p>	<p>Listen to different instruments when composing and check they have chosen appropriate instruments when creating their own composition.</p> <p><b>Call and Response</b> Use call and response clapping patterns, and hitting patterns on percussion instruments.</p> <p>Listen to detail of rhythms and recall it.</p>	<p><b>Recorder</b> Use simple musical notation, initially by clapping beats and then with the correct fingering on the recorder.</p> <p>Understand the meaning of, and to play, the notes: <b>B, A, G, E, D</b> by the end of the year.</p> <p>The meaning of the words: <b>crotchets, minims, semi-breaves and quavers</b></p> <p>Consider the <b>time signature</b> of pieces of music.</p>	<p><b>Tribal Music</b> Listen to different recordings of tribal music and link it to performances of dance.</p> <p>Look at traditional instruments and make their own instruments such as rainmakers and string boxes.</p>	
Year 4  Linked to Active Planet Volcanoes History: Local Study	<p>Perform a composition based around natural disasters using percussion instruments.</p> <p>Perform as part of an ensemble on an instrument to an audience.</p>	<p>Compose their own volcano and earthquake inspired piece, using percussion instruments and voices.</p> <p>Consider how to represent their composition through notation or drawings.</p> <p><b>Inter-related dimensions of music</b> Recap the musical terms <b>structure, dynamics, tempo and texture of music.</b></p> <p>Understand the meaning of the <b>timbre of instruments, duration of notes and explore pictorial notation and using a stave.</b></p> <p>Use their knowledge of notation when recording their own composition.</p>	<p><b>Call and Response</b> Listen carefully to clapping rhythms and repeat back.</p> <p>Consider the <b>timbre</b> of instruments and try to recreate it.</p>	<p><b>Recorder</b> Continue to develop their understanding of notation and rhythms.</p> <p>Broaden the <b>time signatures</b> used (such as 3/2 and 2/2).</p> <p>Continue to progress the notes learnt on the recorder.</p> <p>Recognise <b>sharps and flats</b> on the recorder.</p> <p>Play duets and use non-standard notation for compositions.</p>	<p><b>Victorian Day</b> Traditional playground songs through Singing Playgrounds as part of a Victorian Day.</p> <p><b>Japanese Folk Music</b> Listen to various Japanese folk music performances and look at the progression of instruments from bamboo flutes.</p>	

Pupils will learn to:	<b>Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b>	<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b>	<b>Listen with attention to detail and recall sounds with increasing aural memory.</b>	<b>Use and understand Staff and other musical notation.</b>	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>	<b>Develop an understanding of the history of music</b>
Year 5 Linked to Space	Perform in front of peers on the flute and clarinet within the lessons.  Perform in the woodwind assembly, on either the flute or clarinet, to an audience of parents and peers.  Perform their own solo composition.	<b>Composition</b> Create their own short composition, inspired by film music, based on their own film ideas.  <b>Inter-related dimensions of music</b> Recap the terms: <b>Dynamics</b> <b>Tempo</b> <b>Texture</b> <b>Structure</b> <b>Timbre</b> <b>Tempo</b>  Consider <b>pitch, notation in staves</b> for a <b>pitched composition</b> and compare the <b>timbre_of</b> instruments	<b>Music lessons</b> Listen carefully to backing tracks for flute and clarinet pieces and consider how they differ in timbre.  Take part in singing call and response, also taking part in interval singing and using pitch within singing games.	<b>Flute and Clarinet</b> Learn the flute or the clarinet.  Use previous knowledge of notation and apply to a new instrument.  Read music and compose on staves.	<b>Planet Suite</b> Listen and respond to classical music through dance.  Appreciate music through listening to a composer of the week in Music Lessons.  <b>Jewish and Greek Traditional music</b> Listen to, and watch, various performances of traditional music as part of RE and history topics.  <b>Composer of the week</b> Learn about a different composer of the week, listening to their music and appreciating it. They will learn about the times their life, inspiration and famous pieces.	<b>Composer of the week</b> Learn about a different composer of the week, listening to their music and appreciating it. They will learn about the times their life, inspiration and famous pieces.
Year 6 Linked to Rivers	Perform their own ukulele compositions to an audience.  Sing in a chorus, both as a group and in parts in a formal production to an audience.	<b>Composition</b> Compose their own lyrics to a well-known song.  Compose their own song, in an ensemble, using chords and lyrics relating to class-based topics.  <b>Inter-related dimensions of music</b> Recap the terms: <b>Dynamics</b> <b>Tempo</b> <b>Texture</b> <b>Structure</b> <b>Timbre</b> <b>Tempo</b> <b>Pitch</b> <b>notation</b>  Consider the <b>timbre</b> of different string instruments.  Consider how <b>pitch</b> varies on a string instrument.	<b>Singing</b> Sing in parts, paying attention to the varying pitches as part of a formal production.	<b>Ukulele</b> Play chords as well as specific notation.  Play strumming patterns and how they alter for different songs.	<b>Mariachi and Irish River dance Music</b>  Appreciate a range of performances from both Mariachi Music and Irish River dance Music.	