

## Whitehill Junior School Music Curriculum Overview and information 2023

### 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 sets 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.



National Curriculum	Pupils will taught to:				
	Year 3	Year 4	Year 5	Year 6	Throughout School
<p><b>Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>	<p><b>Rainforest Topic</b> Perform and record Rainforest compositions using percussion instruments.</p> <p>Learn songs, performing as both a group and in parts.</p> <p>Perform as part of an Ensemble on a percussion instrument</p>	<p><b>Volcanoes</b> Perform a composition based around natural disasters using percussion instruments.</p> <p>Perform as part of an ensemble on a tuned percussion instrument to an audience.</p>	<p>Perform in front of peers on the flute and clarinet within the lessons</p> <p>Perform as part of pre-recorded woodwind assembly on either the flute or clarinet, which will be shared with parents and peers.</p> <p>Perform (record) their own solo composition.</p>	<p>Perform their own rap style composition, using an app to create their own backing beat.</p> <p>Perform their own ukulele compositions to an audience.</p>	<p><b>Church Service</b> Perform as part of a Christmas Service, the whole school singing together. Any children are welcome to perform as part of the choir.</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>- Assembly</li> <li>- Woodwind Assembly (recorded)</li> <li>- Choir performances</li> <li>- Assembly entrance music</li> </ul>
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p>	<p><b>Rainforest</b> 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><b>Natural Disasters</b> 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></p>	<p><b>Composition</b> Create their own short composition, inspired by film music, based on their own film ideas.</p> <p><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></p>	<p><b>Composition</b> Compose their own lyrics to a well-known song.</p> <p>Compose their own rap, in an ensemble, using chords and lyrics relating to class-based topics.</p> <p><b>Inter-related dimensions of music</b> Recap the terms: <b>Dynamics</b> <b>Tempo</b></p>	

		<p>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>Tempo</b></p> <p>Consider <b>pitch, notation in staves</b> for a <b>pitched composition</b> and compare the <b>timbre</b> of instruments.</p>	<p><b>Texture Structure Timbre Tempo Pitch notation</b></p> <p>Consider the <b>timbre</b> of different string instruments.</p> <p>Consider how <b>pitch</b> varies on a string instrument.</p>	
<p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p>	<p><b>Rainforest</b> 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>Call and Response</b> Listen carefully to clapping rhythms and repeat back.</p> <p>Consider the <b>pitch</b> of different tuned percussion.</p>	<p><b>Music lessons</b> Listen carefully to backing tracks for flute and clarinet pieces and consider how they differ in <b>timbre.</b></p> <p>Take part in spoken call and response.</p>	<p><b>Singing</b> Listen to music, where they sing in parts, paying attention to the varying pitches.</p>	<p><b>Singing Assembly</b> Listen carefully to pitch and rhythms when learning new songs.</p>

<p><b>Use and understand Staff and other musical notation.</b></p>	<p><b>Un-tuned percussion</b></p> <p>Use simple musical notation, initially by clapping beats.</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>Begin to use tuned instruments towards the end of the year.</p>	<p><b>Tuned percussion</b></p> <p>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>Understand the meaning of, and to play, the notes: <b>B, A, G, E, D</b> by the end of the year.</p> <p>Recognise <b>sharps and flats</b>.</p> <p>Play duets and use non-standard notation for compositions.</p>	<p><b>Flute and Clarinet</b></p> <p>Learn the flute or the clarinet.</p> <p>Use previous knowledge of notation and apply to a new instrument.</p> <p>Read music and compose on staves.</p>	<p><b>Ukulele/backing tracks</b></p> <p>Play chords as well as specific notation.</p> <p>Play strumming patterns and note how they alter for different songs.</p> <p>Create their own backing tracks using methods such as <b>repeat, loop and altering the bass</b>.</p>	
<p><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></p>	<p><b>Tribal Music</b></p> <p>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>	<p><b>Japanese Folk Music</b></p> <p>Listen to various Japanese folk music performances and look at the progression of instruments from bamboo flutes.</p>	<p><b>Planet Suite</b></p> <p>Listen and respond to classical music through dance.</p> <p>Appreciate music through listening to a composer of the week in Music Lessons.</p> <p><b>Jewish and Greek Traditional music</b></p> <p>Listen to, and watch, various performances of traditional music as part of RE and history topics.</p>	<p><b>Mariachi and Irish River dance Music</b></p> <p>Appreciate a range of performances from both Mariachi Music and Irish River dance Music.</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><b>Develop an understanding of the history of music</b></p>	<p>Listen to a range of pieces, progressing through different periods of music.</p> <p>Appreciate and respond to specific composers music.</p> <p>Learn the history of chosen composers as a class.</p>	<p>Listen to a range of pieces, progressing through different periods of music.</p> <p>Appreciate and respond to specific composers music.</p> <p>Learn the history of chosen composers as a class.</p>	<p><b>Composer of the week</b></p> <p>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.</p>	<p>Listen to a range of pieces, progressing through different periods of music.</p> <p>Learn the history of chosen composers as a class.</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> <p>Appreciate and respond to specific composers' music.</p>
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