



Birchwood Avenue Primary School

Educating Hearts and Minds through History Education



Intent:

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging.

At Birchwood Avenue, music brings our community together, through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making feeds the soul of our school community, enriching each child while strengthening the shared bonds of support and trust which make a great school.

Birchwood Avenue neighbours Herts Music Centre and, therefore, makes use of the offers available and aims to give every child the opportunity to learn a musical instrument, both individually and in a group.

We believe that every young person should be able to experience music and to make progress. This is founded on the belief that music enriches individual lives as well as a school's wider community.

Syllabus for Music

Our curriculum aims to support all pupils in their musical progression from Reception to Year 6. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at Birchwood Avenue Primary School.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Progression of Skills and Knowledge

	KS1	LKS2	UKS2
Singing songs with control and using the voice expressively.	Finding the singing voice and beginning to use voices confidently. Sing a melody accurately using So -mi pitches, moving on to So-La- 'Mi etc Recognise phrase lengths and know when to breathe. Follow pitch movements with their hands. Use and recognise different voice types including talking, whispering, singing, louder and 'thinking voice'. Begin to sing with control of pitch- following the shape of the melody. Sing with an awareness of other performers.	Sing with confidence using a wider vocal range including So, Mi, la and doh. Recognise simple structures. (Phrases). Sing with awareness and control of the expressive elements such as tempo and dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song in 'thinking voice'	Sing songs with increasing control of breathing, posture and sound projection. Use all notes of a major or minor scale Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Accurately Sing a round in two or more parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Musical Memory and Movement.	Recognise and remember short songs, sequences and patterns of sounds. Performing actions and movements in time to pulse. Identify different sound sources. Identify known songs and rhymes from tapping of rhythm or humming of pitches.	Identify melodic phrases and play/sing them by ear. Create sequences of movements in response to sounds. Explore and choose different movements to describe animals. Identify musical phrases that could be used as an introduction, interlude and ending. Begin to recognise how basic musical elements have been used in listening examples to create expressive effect .	Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features in song arrangement. Identify different moods and textures and how they are created. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features
Controlling pulse and rhythm	Identify and perform the pulse in different songs and rhymes Perform and invent pulse actions to go with songs and rhymes Identify the pulse and recognise getting faster and slower. Identify long and short sounds in music. Distinguish between rhythm and pulse Perform a rhythm to a given pulse.	Recognise and perform rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).	Identify effects of different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part in whole class and small group performances keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.

Exploring sounds, melody and accompaniment.	To explore different sound sources. Identify and name classroom instruments. Create and choose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds expressively to reflect different stimuli. Distinguish between Higher, lower, faster, slower, louder and quieter sounds	Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds- understanding the meaning of texture and layers	Identify and experiment with different methods of instrumental song accompaniment. Understand the expressive effects of different accompaniment styles.
Control of instruments	Handle and play instruments appropriately and with control. Identify different groups of instruments. To be able to play classroom instruments in a variety of ways to create different effects. Accurately perform own part in whole class instrumental performance.	Identify melodic phrases and play them by ear. Select appropriate instruments to describe visual images. Choose instruments on the basis of internalised sounds. Play instruments using correct technique Play instruments in a variety of ways to achieve3 expressive intentions.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different expressive effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Composition	Contribute to the creation of a class composition. Create a short sequence of sounds for a composition in response to a given stimulus	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions and events Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an arrangement of a known song. Create descriptive music in pairs or small groups.	Identify and use different starting points for composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Compose a short song to own lyrics. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation	Perform long and short sounds in response to symbols. Recognise pulse from heartbeat symbols Create long and short sounds on instruments. and invent own symbols to notate	Record their own ideas using pictures and symbols. Make own symbols as part of a class score. Read and perform Ta and Te- Te sounds and notation	Perform using notation as a support. Sing songs with staff notation as support. Understand how graphic symbols can represent sounds Create own composition using graphic symbols to notate
Performance skills	Sing confidently with whole class, small groups and solo Play instruments accurately and with control in whole class performances	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Control own part in a whole class or small group performance	Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions and how this has been achieved. Discuss, appraise and adapt own composition work Listen to and appraise performances of others	Improve their work through analysis, evaluation and comparison.

Three Ways that Children make progress in Music:

- 1: Progression in the breadth of experience.
- 2: Progression in the challenge/demand of the experience.
- 3: Progression in the quality of outcome.

Curriculum Overview of Music

Year Group	Autumn 1 7Teaching Weeks)	Autumn 2 (6 teaching weeks)	Spring 1 (5 Teaching Weeks)	Spring 2 (6 Teaching Weeks)	Summer 1 (3 Teaching Weeks)	Summer 2 (7 Teaching Weeks)
Year 1	<u>Core Musical Skills</u> Developing a repertoire of known songs and a wide variety of singing games and action songs. Finding Singing voice. Beginning to match singing pitches. Repeating Song phrases. Recognising pulse. Matching and Performing actions in time to pulse. Recognising high and low – higher/lower pitch. Building confidence in singing solo and in group. Recognising known melodies distinguishing between loud and quiet	<u>Core Musical Skills</u> Continuing and developing skills from Autumn1. Adding skills: Understanding and finding the ‘thinking voice’ Correct holding and playing of percussion instruments. Recognising instruments by sound alone ‘Timbre’ Recognising individual voices <u>Exploring Duration</u> Discovering long and short sounds Which instruments make long and short sounds Can we change the duration of instrument sounds? Graphic symbols Simple rhythm patterns long-short’short’long How to use their voices to make a variety of long and short sounds • To respond to long and short sounds through movement Sequences of long and short sounds.	<u>Core Musical Skills</u> Continuing building and reinforcing core musical skills. Adding skills: Understanding ‘phrase’ and using one breath per phrase Sound quality (timbre) Recognising song melody <u>Music and Stories</u> Combining and adding instrument sounds to illustrate a story. Selecting and combining sounds	<u>Core Musical Skills</u> Adding skills: Rhythmic speech and tapping Actions felt as pulse Beginning to understand and perform rhythm. <u>Adding Instruments to songs/rhymes</u> Playing instruments together at correct time Playing instruments appropriately for song Playing instruments whilst singing. Texture –one sound or many?	<u>Core Musical Skills</u> Beginnings and endings Louder/quieter (dynamics) Higher/Lower (pitch) Faster/Slower (tempo) <u>Exploring Instruments and Symbols</u> Developing children’s ability to recognise different ways sounds are made and changed. To be able to name and know how to play a variety of classroom instruments. Graphic symbols Structure- beginning-middle-end	<u>Core Musical Skills</u> Internalising rhythmic and melodic phrases. Simple time rhythm patterns Speaking rhythm names (Ta Te Te etc) <u>Class Performance</u> Working towards a whole class performance of a chosen song with instrument accompaniment. Texture –one sound or many?

	sounds and controlling dynamics in singing Recognising phrase. Listening, responding and moving to a wide variety of musical styles <u>Exploring Sounds</u> Developing skills at handling and controlling classroom instruments Recognising and identifying instruments sounds Sorting instruments and sounds Wood, metal, skin.					
Year 2	<u>Core Musical Skills</u> Demonstrating pitch changes with hand and body movements Melodic shape. Rise and fall. Beat/ metre Listening, responding and moving to a wide variety of musical styles <u>Exploring Sounds</u> Continuing from Y1	<u>Core Musical Skills</u> Melodic phrases using Soh and Me singing names Distinguishing between pulse and rhythm Continuing to Listen, responding and moving to a wide variety of musical styles <u>Exploring Duration</u> Continuing from Y1 Further discovery of long and short sounds Which instruments make long and short sounds Can we change the duration of instrument sounds?	<u>Core Musical Skills</u> Listening and thinking – recorded music Recognising melodies and rhythms Performing and improvising simple time rhythm phrases. Phrase length –same /different <u>Music and Stories</u> Combining and adding instrument sounds including tuned percussion to illustrate a story or poem.	<u>Core Musical Skills</u> Developing musical awareness More on percussion performing technique. Louder/ Quieter Relationship between pulse and speed <u>Adding Instruments to songs/rhymes</u> Playing instruments including tuned percussion together at correct time Playing instruments appropriately for song Playing instruments whilst singing.	<u>Core Musical Skills</u> Controlling a songs starting pitch Simple time notation Reading and writing rhythms <u>Exploring Instruments and Symbols</u>	<u>Core Musical Skills</u> Melodic phrases using Soh, La and Me Simple time and the rest <u>Class Performance</u> Working towards a whole class performance of a chosen song with instrument accompaniment.

	Developing skills at handling and controlling classroom instruments Recognising and identifying instruments sounds Changing Instrument sounds Describing sounds using musical vocabulary.	How to combine long and short sounds to fit in with a steady beat How to use instruments to create sequences of long and short sounds				
Year 3	Ongoing skills. Continuing singing and pitch matching development. bars and beats Basic Notation Ta's and Te's into crotchets and quavers also rests. Beat/Rhythm/Pitch skill builders No. 1 (Developing music skills) . Introducing 'Elements of Music' ' Animals In Music ' Descriptive sounds To begin to recognise how sounds can be used and combined to describe different things	Ongoing skills. Continuing as term 1 Beat/Rhythm/Pitch skill builders No. 2 (Developing music skills) Beginning to read staff notation – Lines and spaces C, D and E <u>Play it Again</u> Exploring rhythmic patterns. Reading and recognising rhythmic patterns Chicken On a Fence Post -good song for rhythm patterns Identifying and performing repeated rhythmic patterns in music. Creating own rhythmic patterns leading to understanding Ostinato and using as basis for compositions. Combining rhythmic patterns. Introducing texture Beginning to look at form and structure. A B. ABA etc A Musical sandwich composing task (using just rhythms) p 42 Percussion Players Poss use 'Fireworks' project P156 Music Connections'	Ongoing skills. Continued Beat/Rhythm/Pitch skill builders No. 3 (Developing music skills) <u>The Class orchestra</u> Exploring arrangements. How do we turn a known song into a successful whole class performance? How instruments can be used to devise effective accompaniments. Decision making, practising and rehearsing towards a final whole class performance Beginning to read staff notation Ostinato, Dynamics Crescendo and Diminuendo Form and structure labelling musical sections. Introducing metre Londons Burning arrangement or devise own ideas for Bobby Shaftoe or other appropriate song depending on class.	Ongoing skills. Continued Beat/Rhythm/Pitch skill builders No. 4 (Developing music skills) <u>Graphic scores. Sounds and symbols</u> 'Noisy Traffic' Project P 161 music connections Timbre Structure Dynamics Sounds and symbols	Ongoing skills. Continued Introducing the Instruments and families of the orchestra <u>Exploring Scales</u> Exploring scales, steps and leaps moving on to pentatonic scales (tone sets?) What is a scale? Steps in order of pitch What is a pentatonic scale? Playing, recognising and using pentatonic scales to create short melodies and accompaniments Diddle Diddle Dumpling – other scales, steps and leaps examples to sing and play Composing using rhythm patterns as starting point Notation up to G Improvising using steps and leaps (small tone sets) NB <i>Still not sure about teaching of pentatonic scales</i>	Ongoing skills. Continued Continuing Instruments and families of the orchestra Singing games – Hi Lo Chicolo etc??(developing Music skills) <i>Extra activities to consider adding sometime during year: Songs from body percussion book Three part rhythm piece Insect ostinato chants Great big house in New Orleans.</i>

	- in particular, animals To be able to use and combine the elements of music to create different expressive effects. Beginning to recognise simple form To be able to create simple melodic and rhythmic patterns. And use them to convey musical idea of different animals. Staccato/legato. Crescendo and diminuendo Dynamics – crescendo and diminuendo		.			
Year 4	<u>Ongoing skills.</u> Beat/Rhythm/Pitch skill builders No. 5 (Developing music skills) Building on basic musical skills developed in Year 3. Working on improving musicianship, singing voices and building	<u>Ongoing skills.</u> Beat/Rhythm/Pitch skill builders No. 6 (Developing music skills) <u>The Class orchestra</u> Further Exploration and development of class arrangements. How do we turn a known song into a successful whole class performance? How instruments can be used to devise effective accompaniments.	<u>Ongoing skills.</u> Continued Beat/Rhythm/Pitch skill builders No. 7 (Developing music skills). <u>Improvising and Composing</u> Performing, composing and listening activities which focus on recognising simple structures in music How is music put together? Call and response. Verse /chorus. A-B etc	<u>Ongoing skills.</u> Continued Beat/Rhythm/Pitch skill builders No. 8(Developing music skills) <u>Melodic Patterns</u> Exploring melodic patterns Identifying and performing repeated melodic patterns in music. Creating own melodic patterns leading to understanding texture and	<u>Ongoing skills.</u> Continued Instruments of the orchestra/ jazz band/ pop band etc <u>Knowledge, understanding and context</u> Historical and geographical context of music. Recognising music from different periods and places Recognising instruments from around the world.	<u>Ongoing skills.</u> Continued Instruments of the orchestra/ jazz band/ pop band etc Peter and the Wof Continued. Circle and singing games Step Back Baby Step Back Dipi Du

	confidence as performers through a wide variety of singing games and action songs <u>Exploring descriptive sounds.</u> Building on work from the ‘Animal Magic’ Unit started in year 3 Extending ideas further and including more complex textures and layers in compositions. Improvisation How to organise and use sounds with more expression and control Recognising how musical elements can be used and combined to describe different things and ideas including paintings or poems etc ideas from ‘Playing pictures’ p41 percussion players.	Decision making, practising and rehearsing towards a final whole class performance Handling and playing instruments Reading staff notation c-g Dynamics Metre Singing skills Ostinatos, drones Simple harmonies/bass lines Introducing chords (look at Module 2 in Targeting Music) (Poss try Chatter with the angels p204 music connections)	Developing idea of structure by combining motifs A-B-A Introducing contrast –how can one section of music sound different from another? Continuing chords/harmony (Ideas from Module 3 in Targeting Music)	harmony and using as basis for compositions. Combining melodic patterns. My singing monsters Composition idea : groups of 4 each child thinks of own monster and invent motif using notes from pent scale Can they match the pitches with singing voice? Build composition/ performance in layers as in the video game	Peter and the Wolf Timbre, music and stories, Using musical sounds to describe the characteristics of creatures and characters Dynamics and tempo	
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Year 5	<u>Ongoing skills.</u> Building on basic musical skills developed in Year 4. Singing songs with increased control and using the voice expressively. Group singing in two or more parts Beat/Rhythm/Pitch skill builders No. 9 (Developing music skills) <u>Body Percussion</u> Texture. Metre Performance skills Structure World Music Notation Rhythm and pulse 4 Part body percussion composing project	<u>Ongoing skills.</u> Continued Beat/Rhythm/Pitch skill builders No. 10(Developing music skills) <u>Form and Structure</u> Creating a rondo. Starting with revision of simple form then moving on to Rondo. Listening and group composition. Fireworks rondo composition?? Improvising to set form. Simple class rondo from notation	<u>Ongoing skills.</u> Continued Beat/Rhythm/Pitch skill builders No. 11 (Developing music skills) <u>Round and harmony</u> Understanding singing and playing instruments in two or more parts. Exploring the effects of two or more pitched notes sounding together (harmony) Experimenting with clusters of pitched notes and chords. Sing rounds and experiment with drones to provide accompaniments. Playing rounds on tuned percussion from notation. Graphic score in round form??	<u>Ongoing skills.</u> Continued Beat/Rhythm/Pitch skill builders No. 12 (Developing music skills) <u>Cyclic Patterns</u> Exploring rhythm and pulse. Exploring rhythmic cyclic devices used in many musical traditions. Using timbre and duration to add variety to rhythmic ideas. Understanding the importance of repetition and contrast in creating longer compositions. Grid scores Ken and Barbie	<u>Ongoing skills.</u> Continued ‘Composer of the week’ Listening examples and brief discussion on music from a different composer and musical period each week <u>Whole Class arrangement And performance</u> ‘Hey Mr Miller’ P50 Developing Music Skills Or choose other arrangement More on chords Also look at swing bands and jazz bands in general including jazz instruments and improvisation	<u>Ongoing skills.</u> Continued ‘Composer of the week’ Listening examples and brief discussion on music from a different composer and musical period each week <u>Composition – Composing to A Brief</u> Developing an understanding of the process of composing. How do composers begin to compose? What different starting points can be used? What is A brief? How do we record/notate our ideas? How do we turn ideas into a completed composition and performance? Short composing tasks Jingle Time! Cartoon Music Silent Movie ‘Fabulous Sweet machine’ longer composition. .
Year 6	<u>Ongoing skills.</u> Building on basic musical skills developed in Year 5. Singing songs with increased control and using the voice expressively.	<u>Ongoing skills.</u> Continued <u>Song writing form and structure</u>	<u>Ongoing skills.</u> Continued <u>Jazz, Scat and and Improvisation</u> Understanding/ recognising style indicators for jazz music and abasics of jazz	<u>Ongoing skills.</u> Continued <u>World Music – Indonesian Gamelan</u> Melodic patterns	<u>Ongoing skills.</u> Continued <u>Composition – Composing to A Brief</u> Developing an understanding of the process of composing. How do composers begin to compose?	<u>Ongoing skills.</u> Continued <u>Whole class performance.</u> Learn, rehearse and perform a whole class arrangement on tuned, unturned instruments including

	Group singing in two or more parts The Blues understanding the basic origins of Blues music and how it links to modern pop music. Recognising some of the main identifying characteristics of Blues music. To understand the idea of 12 bar structure in 3 melodic phrases To be able to sing Bluesprint song Creating own Blues lyrics and melodies in Blues form Performing own Blues songs.	Understanding the important role played by lyrics in a song. Developing knowledge of the relationship between lyrics, rhythm and melody. Composing and performing short songs with appropriate lyrics and melodies to a given brief. Christmas Song Composition	history. Linking Jazz to Blues from autumn 1 What is scat singing? Soo Be Doo song in parts with movements etc Developing Improvising skills	Exploring rhythm and pulse. Continuing on from Y5 work Exploring rhythmic and melodic cyclic devices used in many musical traditions. Using timbre, pitch and duration to add variety to ideas. Understanding the importance of repetition and contrast in creating longer compositions.	What different starting points can be used? What is A brief How do we record/notate our ideas? How do we turn ideas into a completed composition and performance? Jingle Time! Cartoon Music Silent Movie 'Fabulous Sweet machine' longer composition.	children's own instruments if they learn
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