

Curzon Music Curriculum September 2020

Curzon specific aims of Music-our intent

- Music is accessible to all and helps develop listening, memory and fine motor skills.
- Children enjoy performing to others and all children have opportunities to do so.
- Children learn about different cultures
- Children appraise different pieces of music including classical music
- Music gives children the pleasure out of overcoming challenges to learn something new.
- Children develop the confidence to perform (links to our value of courage)

How the curriculum is tailored to our pupils- our implementation

At Curzon, we want to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the musical and **social confidence** of all children.

A notable feature of music within the school is singing. We develop the children's ability to sing in tune and with other people. The children learn to sing in parts and also in foreign languages and cover a wide range of styles from medieval to the present day. Through singing songs, children learn about the structure and organisation of music. All children take part in a singing assembly once a week where **they learn songs relating to our half-termly values and important Christian festivals**. For Harvest, Christmas, and Easter, we invite **parents and the local community** to join us for a service in the local church, involving the whole school. The end of year Leavers' Service features the children's favourite songs from their time at the school. There is also an annual KS2 production which gives a further opportunity for singing.

Members of the **school choir represent the school in the community** when they perform carols at the annual Village Pensioners' Christmas lunch and also go carol singing at a local supermarket to raise money for charity. They also have the chance to take part in ECHOES at the Royal Albert Hall and Energize at the Wycombe Swan Theatre. These run in alternate years and expose the children to challenging material, which must also be memorised.

Children develop **descriptive skills** in music lessons and are encouraged to explore how **music can create moods and feelings, and provoke an emotional response**.

We aim to foster an enjoyment and appreciation of a wide range of music. This includes the development of an understanding of the elements of music: pitch, dynamics, duration, tempo, timbre, texture and structure. Children have the chance to explore how music can be recorded visually, both as formal notation and as graphic scores. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children receive whole-class instruction in instrument playing. In addition to improving their musical understanding, the children's **social skills are developed** through group composition and performance using tuned and untuned percussion. Children also have the opportunity to explore **music-making through technology**, using Garageband on the school's iPads.

We aim to encourage **self-expression** either through music, and to develop an **awareness of the music of ours and other cultures** including an awareness of a variety of musical styles. This is further helped by visits from performers, such as the Hindu workshops, which includes dance.

Children who learn instruments outside school are encouraged to share their skills and perform at assemblies.

Curriculum Long Term Planning for Music

EYFS music is taught mainly through discreet music and PE lessons covering the following key skills and following the same broad units as KS1:

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions,
- Make comments about what they have heard and ask questions to clarify their understanding;

Our EYFS music curriculum also provides rich opportunities for children to develop skills in other areas e.g. speaking; self-regulation and building relationships - working with others and turn taking; managing self (confidence, self-resilience and perseverance); gross motor skills (music and movement); fine motor skills (playing instruments); people , culture and communities.

KS1 is on a two year rolling programme.

Year A

Autumn	Spring	Summer	Skills
Banana Rap! (from Charanga Y1) Nativity songs	Round and round (from Charanga Y1) Friendship Song (from Charanga Y2)	I wanna play in a band (from Charanga Y2) Classical (from Charanga Y2)	<p style="text-align: center;">YEAR 1</p> <p>Listening and Appraising To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p>Singing Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p> <p>Playing Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p>

Improvisation

Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Help to create a simple melody using one, two or three notes.

Learn how the notes of the composition can be written down and changed if necessary.

Performance

Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

YEAR 2 (ADDITIONAL SKILLS FROM Y1)**Listen and Appraising**

To learn how songs can tell a story or describe an idea.

Singing

Learn to find a comfortable singing position.

Playing

Play the part in time with the steady pulse.

			<p>Composition</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p>
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Year B

Autumn	Spring	Summer	Skills
<p>Hey You! (from Charanga Y1)</p> <p>Nativity songs</p>	<p>In the Groove (from Charanga Y1)</p> <p>Hands, feet, heart link to S African music (from Charanga Y2)</p>	<p>Zootime –link to animals in science (from Charanga Y2)</p> <p>Classical (from Charanga Y2)</p>	<p>YEAR 1</p> <p>Listening and Appraising</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p>Singing</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Playing</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Improvisation</p> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own</p>

answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Help to create a simple melody using one, two or three notes.

Learn how the notes of the composition can be written down and changed if necessary.

Performance

Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

YEAR 2 (ADDITIONAL SKILLS FROM Y1)

Listen and Appraising

To learn how songs can tell a story or describe an idea.

Singing

Learn to find a comfortable singing position.

Playing

Play the part in time with the steady pulse.

Composition

Help create three simple melodies with the Units using one, three or five different notes.

YEAR 3

Autumn	Spring	Summer	Skills
<p>Let your Spirit Fly Glockenspiel</p>	<p>Three Little Birds The Dragon Song</p>	<p>Bringing us Together Reflect, rewind and replay</p>	<p>Listen and Appraise To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Games Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups <p>Singing</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. <ul style="list-style-type: none"> ● To demonstrate a good singing posture. ● To follow a leader when singing.

			<ul style="list-style-type: none"> ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing <p>Playing instruments</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. <p>Improvisation</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play
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			<p>your own answer using two different notes.</p> <ul style="list-style-type: none">o Improvise! – Take it in turns to improvise using three different notes <p>Composition</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>Performance</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
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Year 4

Autumn	Spring	Summer	Skills
Mamma Mia Glockenspiel	Stop! Lean on Me	Blackbird Reflect, rewind and replay	<p style="text-align: center;">Listen and Appraise</p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words.</p> <p>Games</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

			<p style="text-align: center;">Singing</p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune' To rejoin the song if lost. To listen to the group when singing</p> <p style="text-align: center;">Playing</p> <p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvisation</p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play
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			<p>your own answer using one or two notes.</p> <ul style="list-style-type: none"> ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. <p>Composition Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performance To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
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Year 5

Autumn	Spring	Summer	Skills
<p>Livin' on a Prayer Classroom Jazz</p>	<p>Make you Feel my Love the Fresh Prince of Bel Air</p>	<p>Dancing in the Street Reflect, rewind and replay</p>	<p style="text-align: center;">Listen and Appraise</p> <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel</p> <p>Games Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation

			<ul style="list-style-type: none"> ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes <p>Singing</p> <p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p> <p>Playing</p> <p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p> <p>Improvisation</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold</p>
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			<p>Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p>Composition</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect.
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			<ul style="list-style-type: none"> ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Year 6

Autumn	Spring	Summer	Skills
Happy! Classroom Jazz	A New Year Carol You've got a Friend	Music and Me Reflect, rewind and replay	<p>Listen and Appraise</p> <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>Games</p>

			<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes <p>Singing</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. <p>Playing</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical</p>
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			<p>challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Improvisation</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> o Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p>Composition</p> <p>Create simple melodies using up to five different notes and simple</p>
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			<p>rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>Performance To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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Impact

By the time our children leave Curzon, they will:

- have had many practical experiences, including live performances
- Be able sing a melody, feel a pulse and create rhythms across a variety of genres.
- Be able to read graphic notation and use a rich bank of musical vocabulary to describe what they have heard and explain their thoughts and feelings about it.
- be confident listeners, composers and performers, ready for their next stage of education
- have gained a better understanding of culture and history through studying a wide variety of music