



Bredbury Green Primary School: Rationale Behind The Music Curriculum

	What we teach? (Minimum Requirement From NC)	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music 	<p>Developing musical vocabulary in Nursery: Song, sing, nursery rhyme, instrument, loud, quiet, fast, slow, thoughts, feelings, movement, patterns</p> <p>Developing musical vocabulary in Reception: Rhyme, rhythm, nursery rhyme, instrument names, beat, high, low, pitch, tempo, solo, group, performance, sing, songs, emotions</p>	
Year 1 Autumn			
Year 1 Spring	<p>APPRECIATION & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Listen with concentration and understanding to a range of high quality, live and recorded music • Children will be able to differentiate between Caribbean music and traditional classical music. • Children will be exposed to various instruments and have opportunities to experiment and understand the sounds that they make. • Children will show conscious control over the sounds that they are making with instruments, noticing the difference between pulse and beat. 	<ul style="list-style-type: none"> • To build upon their understanding of a range of instruments from the Autumn term, children will begin to play both tuned (violin) and untuned instruments (percussion). Children should be able to connect their learning about the violin to their awareness of classical music. • In the EYFS, children will be begun to learn about beat and pulse through clapping rhythms. Learning in Year 1 will build upon this and prepare them for performing familiar Nursery Rhymes and clapping out their pulse and rhythm simultaneously in Year 2. • This will link to the children's understanding of the Industrial Revolution in History, focusing on the beat and pulse of machinery and replicating this. • In order to connect with learning about Mary Seacole in History, the children will learn more widely about the Caribbean. In order to enrich their experience of learning, the children will be exposed to the wider culture of the Caribbean through DT (Food technology) and Music. • Children will be exposed to classic music through Trust links to high schools, focusing on listening to classic music be played. 	Classical Violin Percussion Tuned Untuned Beat Pulse Combine Select Sounds Live Recorded Caribbean Instruments Steel drums Marimba Classical
Year 1 Summer	<p>INFLUENCE</p> <ul style="list-style-type: none"> • Using voices expressively and creatively by singing songs and speaking chants and rhymes. • Children will use their voices with confidence in an ensemble context in order to recite, chant or sing familiar rhymes and songs. 	<ul style="list-style-type: none"> • In History, the children will be learning about plants and animals in Science and enriching these lessons through Music. • The children will also be exposed to poetry in English, focusing on building an appreciation of rhymes and poems, reciting these by heart. • This will support children by ensuring they are able to replicate simple melodies with their voices, in preparation for using their voices more expressively in Year 2. 	Beat Pulse Rhythm Rhyme Melody Recite Chant Creatively Songs Express
Year 2 Autumn	<p>CAUSE AND EFFECT & STRUCTURES</p> <ul style="list-style-type: none"> • Using voices expressively and creatively by singing songs and speaking chants and rhymes. • Children will be able to identify the difference between beat and pulse. • Children will be able to use an awareness of beat and pulse in order to keep in time in both an ensemble and small group context. 	<ul style="list-style-type: none"> • Vocabulary from Year 1 will be further embedded with a specific focus on beat and pulse and identifying the difference between the two concepts explicitly. This knowledge will then be applied to a range of contexts, including small groups. This will show progression from the whole class ensemble context in Year 1. • In Science, the children focused on the use of materials and linked this to familiar Nursery Rhymes. This will support the children to absorb new music specific knowledge within a context that is already familiar – Nursery Rhymes. 	Rhythm Beat Pulse Difference Ensemble Timing Rhyme Syllables Recite Chant Express
Year 2 Spring	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Using voices expressively and creatively by singing songs and speaking chants and rhymes. 	To build upon their understanding of beat and pulse taught in Year 1 the children will develop their awareness of dynamics and notice changes through a piece of music.	Tempo Dynamics Timbre Interrelated Dimensions Experiment Create Select Combine

	<ul style="list-style-type: none"> In History, the children will be learning about the impact of The Great Fire of London. London's Burning – Garage Band iPad Children will build their awareness of dynamics and notice changes throughout a piece of music. Children will be able to use an awareness of beat and pulse in order to keep in time in both an ensemble and small group context. 	Prepares them for the children to have an awareness of how music can evoke feelings in the way it is played and how a piece of music changes.	Classical
Year 2 Summer	<p>Flight of the Bumblebee STRUCTURES & APPRECIATION</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. To link with Year 2 art and the study of the artist Mathew Willey who paints murals of bees on buildings and on a large scale. Through music lessons, the children will be exposed to 'Flight of the Bumblebee' by Rimsky Korsakov and identifying the different parts of a bees journey/flight. 	<ul style="list-style-type: none"> To build upon their knowledge of listening to a range of high quality, live and recorded music whilst listening to Caribbean and traditional classical music whilst in Year 1. To be introduced to a famous composer in Year 2. This will prepare the children for Year 3 when they learn about different types of music from different countries such as China and the continent of Asia. 	Composer Orchestra Instruments Melody Rhythm Atmosphere Feelings
Year 3 Autumn	<p>INFLUENCE</p> <ul style="list-style-type: none"> Develop an understanding of the History of Music Children will show an awareness of how music has changed and developed over time, with a focus on China and the continent of Asia more widely. 	<ul style="list-style-type: none"> Children will build upon their knowledge of classical music through their exposure to Korsakov in Year 2, comparing this to world music, with a focus upon China and the continent of Asia more widely. The children should be able to contrast the music from China with their prior knowledge of Caribbean music from Year 1 and discuss the differences between the styles, whilst building upon their awareness of different instruments from EYFS and KS1. 	History Shang Dynasty Classical K-Pop Composer Traditional China Guzheng Zither
Year 3 Spring	<p>APPRECIATION & POWER</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Children will show an understanding of how a specific atmosphere is created by a composer. Children will link their understanding of emotion to the atmosphere that is created, analysing the effect of instrumental choices. 	<ul style="list-style-type: none"> Children will focus on building an awareness of musical discrimination, understanding which parts of music are most fitting within the context of Romans. The children will focus upon the composer, Hans Zimmer and the soundtrack from Gladiator. In PSHE, children will have explored their own emotions and feelings about success and goal setting. This will be linked to the concept of victory in battle. 	Discrimination Hans Zimmer Listen Attention Recall Detail Dynamics Aural Emotion Soundtrack Atmosphere Instrument Choice Goal Victory Success
Year 3 Summer	<p>CAUSE AND EFFECT & INFLUENCE</p> <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. Improvise and compose music for a range of purposes using body percussion and instruments 	<ul style="list-style-type: none"> Children will be learning about The Stone Age in history and will have a focus on the making of Stone Age tools in DT. There will be a focus on the materials used for tools and this will link directly to building children's awareness of how instruments would be made now in comparison to The Stone Age – e.g. bone for glockenspiels, compared to metal glockenspiels. This will build upon children's awareness of instruments from Year 1, where they focused on the steel drums and marimba. 	Play Perform Ensemble Context Accuracy Fluency Control Expression Timbre
Year 4 Autumn	<p>CAUSE AND EFFECT & STRUCTURES</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Children will know the difference between pitch and volume, making links to music and the science of sound. Children will have opportunities to replicate pitch, building listening skills and increasing aural memory. 	Children will be learning about sound in Science during the Autumn term, focusing on vibrations, volume and patterns in pitch. Children will use voice to replicate sounds made by instruments from the Anglo-Saxon period, e.g. Psalter or Horn, connecting this to their learning in History about invasion.	Pitch Pattern Vibration Volume Vibrato Pinnæ Pulse Texture Psalter Horn
Year 4 Spring			
Year 4 Summer	<p>APPRECIATION & INFLUENCE</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. Children can create a timeline, detailing different periods of musical history. Children demonstrate an awareness of the ways in which we appreciate music have developed over time and music technology has advanced. 	<ul style="list-style-type: none"> In Science, the children will be learning about Thomas Edison and his inventions through their exploration of electricity. This will support them to make connections to his wider inventions, such as the phonograph. Previously, the children will have studied the history of music based on change over time – with a specific focus on Asia. Study of the wider history of music will prepare the children for their learning about the Tudor period in Year 5. 	Genre Composer Classical Interrelated Modern Thomas Edison Phonograph Phonogram Record player CD Mp3 Cassette Spotify Top of the Pops

<p>Year 5 Autumn</p>	<p>CAUSE AND EFFECT & SIGNIFICANCE</p> <ul style="list-style-type: none"> Develop an understanding of the History of Music. 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. <ul style="list-style-type: none"> Children will be able to identify musical notation in order to perform a simple musical piece. Children will play and perform both independently and as an ensemble using the recorder with control and accuracy. Children will show an awareness of a classic piece, connected to their learning in within History. 	<ul style="list-style-type: none"> Children will have prior exposure to the playing of tuned instruments in Year 1 (steel drums, violin and marimba) and Year 3 (glockenspiel). This will be the first time that the children are playing a wind instrument. By this point, the children will be building their wider awareness of which sections form an orchestra. In History, the children will be focusing on Henry VIII and the Tudors; through recorder lessons, they will learn to play a piece from that period of History (Greensleeves). They will discuss the relationship between this piece of classical music and the relationship between Henry VIII and Anne Boleyn. This will build upon the children’s awareness of the atmosphere and emotion created by classical music from their study of Hans Zimmer in Year 3. 	<p>Tuned Wind Instrument Orchestra Section Brass Greensleeves Classical Atmosphere Awareness Emotion Notation Staff Beats Bar Time signature Treble clef Crotchet Quaver Semi-breve Minim</p>
<p>Year 5 Spring</p>	<p>APPRECIATION & INFLUENCE</p> <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 Children will identify traditional Greek music, showing an understanding of how this differs from the music of other cultures. 	<ul style="list-style-type: none"> In History, the children have been learning about the Ancient Greeks and focusing on building their awareness of rhythm through Dance. Children will have prior knowledge of traditional music in China and the continent of Asia more widely. 	<p>Rhythm Traditional Traditions Appreciate Understand Greek China Composer Musician Classical</p>
<p>Year 5 Summer</p>	<p>POWER & STRUCTURES</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. Children will build the skills to improvise a piece around a theme, using percussion instruments. Children will vary the ways in which they play in order to build atmosphere. 	<ul style="list-style-type: none"> Children will be learning about the Vikings in history and will have a focus on Longboats in computing and DT. Music will be used to enrich this experience, through the creation of atmosphere through the use of dynamics. In Year 1, the children will have developed an awareness of how to tell a story through music through their study of the Industrial Revolution. In Year 3, the children will have built an awareness of how music can represent feeling in battle through their study of Hans Zimmer. The children will then use this prior knowledge in order to represent the build up to battle through the lens of the Vikings, using percussion instruments. 	<p>Percussion Tempo Atmosphere Dynamics Dimensions Interrelated Improvise Crescendo Diminuendo Staccato Allegro</p>
<p>Year 6 Autumn</p>	<p><u>Mariachi Music</u> APPRECIATION AND SIGIFICANCE</p> <ul style="list-style-type: none"> 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 Children show a secure understanding of how musical staff can differ based upon the time signature chosen for a piece. Children will be able to contrast the music of the Mariachi with other traditional music studied. They will analyse the songs played by the Mariachi bands, deciding on the time signatures used. 	<ul style="list-style-type: none"> In Year 5, the children will have learnt about music from Greek culture, linking this to their study of the Ancient Greeks. To complement their study of the Ancient Maya and Mexico children will learn about Mariachi music to complement their study of Mexico. This will further expose children to world music, building their awareness of music from Asia (China – Year 3), Europe (Greece – Year 5), North America (Caribbean – Year 1) and Europe (Britain – Year 2). 	<p>Metre Time signature Waltz Metre Beats Bar Rhythm Crotchet Quaver Semi-breve Minim Tab Contrast Traditional Traditions Musicians Appreciate Polyrhythm</p>
<p>Year 6 Spring</p>			
<p>Year 6 Summer</p>	<p><u>Music for Change</u> INFLUENCE and POWER</p> <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 Children perform accurately through voice, showing control and expression through the use harmony, tonality and emotion. Articulate the impact of the lyric and the way in which chants and songs were performed. Name influential female artists that made music that impacted a movement. Replicate the work of female artists using voice. 	<ul style="list-style-type: none"> Children will be combining their prior musical knowledge to move away from classical and world music to a more specific genre in anticipation for their transition to the KS3 curriculum. Children will be exposed to music that surrounded the women’s suffrage movement, considering the impact of the lyric and the way in which chants and songs were performed. In History, the children will have prior knowledge of The Women’s Land Army in WW2 and a modern feminist perspective on their contribution to the war effort. Through music, the children will have the opportunity to explore the work of female artists, both past and present, with a focus on sharing power through music. Through music, the children will have the opportunity to explore the work of female artists, 	<p>Harmony Tonality Melody Aria Piece Instrumental Orchestral Parody Chant Lyric Emotion Artist</p>

		both past and present, with a focus on sharing power through music.	
--	--	---	--