

Sparkenhoe Music Curriculum

Subject Rationale

When children start school they often have fairly limited experiences with music, they may have experienced some music through their cultural background, heard songs on the radio or may know some simple nursery rhymes. As they move through Foundation Stage, they are explicitly taught more rhymes, songs and are exposed to a wider range of music. They learn to sing together, will learn some rhythm patterns and start to engage with rhythm and musical timing. Throughout Key Stage 1, the children begin to explore and discover the structure of music, while also being exposed to and appreciating a widening collection of music. The children start to create their own pieces that use basic musical structure and a narrow field of instruments, which begin with body percussion and moves through to tuned and un-tuned percussion. As they progress through the school, the spiral curriculum enables the children to **build upon and develop their skills year on year. The school's curriculum is structured so that each time an area is revisited**, the objectives are progressively more difficult, the expectations are progressively more challenging and the technical requirements (including instrument type and use) are progressively more demanding. When children leave they have the tools to progress musically in secondary school and beyond. They have learnt to appreciate many different types of music, enjoy making and performing music, are able to confidently use musical terminology and have the skills to be access and enjoy music throughout their lives.

Organisation

In the Foundation Stage, Music is taught through exploration of different topics, through provision and discrete units in F2. Children develop their understanding and skills through planned, incidental and child initiated activities. In KS1 and KS2, Music is taught through discrete units of work with 6 units in each year group, in a predominantly spiral curriculum that **revisits units throughout the children's time in school, building upon previous skills and knowledge while** integrating new learning. Children have a weekly music lesson, lasting for approximately one hour. In Year 4, the children have weekly brass lessons, teaching them specific instrumental skills. They have their own instrument which they can take home to practice.

The curriculum is based on the Leicestershire Music scheme of work with some adaptations to allow all children at Sparkenhoe to experience learning to play various instruments throughout their time at school. This scheme of work has clear progression routes and has been chosen to ensure that children at Sparkenhoe experience music lessons which are engaging, high quality and enrich the lives of the children. Music is taught by a specialist in Years 1 to 6. The curriculum at Sparkenhoe meets the requirements of the 2021 Model DFE music curriculum.

To ensure progression across different year groups, the National Curriculum has been broken down into incremental statements; this is detailed in the progression map. The strands the children follow throughout the school are, Pulse and Rhythm, Rhythm, Voice and Musical Appreciation, Pitch, Structure form and Technology and Instruments. As part of the morning discussions, teachers are provided with a fortnightly series of discrete musical appreciation lessons which expose the children to different genres of music and allow them to unpick and discuss them. For some year groups, there is a separate discussion module on music in addition to this. Children are also exposed to a wide variety of music from different genres and cultures in weekly assemblies.

Children have the opportunity to attend various extra curricula music clubs and currently have the opportunity to learn the guitar as an additional option. We are regularly involved in additional enrichment projects through links with the Leicestershire Music Hub and other relevant organisations. Most recently, Year 5 children took part in the Snappy Opera project and Year 4 children attended the **Make Music Summer Festival. The school choir frequently performs at the Lord Mayor's Christmas concert and Year 3 and 4 children** attend the Orchestra Unwrapped Schools concert every year.

All children take part in an assembly production every year, in which singing plays a major part. Children use the skills learnt in lessons and build on these to perform for an audience.

Foundation Stage

In Foundation 1, children explore music as part of provision and where it links with topics. Children experience music through role play and investigating in the classroom as well as through Phase 1 phonics and music and movement sessions.

In Foundation 2, children have discrete music sessions and explore music through provision.

Through a variety of planned and **changing topics that are related to the children's interests, the children** will:

F1	Key aspects of music are covered through Phase 1 phonics and regular Music and Movement sessions, including voice and musical appreciation, rhythm, pitch and instruments. Through these activities children will:					
	Expressive Arts and Design Being imaginative and expressive		<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard. Remember and sing entire songs. Sing the pitch of a tone sung by another person. 		<ul style="list-style-type: none"> Sling the melodic shape of familiar songs. Create own songs or improvise a known song. Play instruments with increasing control. 	
	Communication and Language		<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes. Pay attention to more than one thing at a time. 			
	Physical Development Gross Motor Skills		<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 			
	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
F2	<p style="text-align: center;"><u>Pulse and Rhythm</u></p> <p>In this unit, children will identify the pulse of a variety of music. They will move their bodies, objects and march to the pulse and explore sounds which are of different lengths. Children will create a short piece focusing on the duration of sounds and following the gestures and direction of a conductor.</p>	<p style="text-align: center;"><u>Rhythm</u></p> <p>In this unit, children will learn a large range of songs to help them learn about tempo, pulse and rhythm. The children will move on to focus on how the syllables in words can be used to formulate simple rhythms and how these can be notated in simple graphical scores using printed images. The unit culminates in a class performance where groups perform their composed ostinato patterns to an audience.</p>	<p style="text-align: center;"><u>Voice and Musical Appreciation</u></p> <p>In this unit, children will be able to sing songs that contain a small range of notes. They will be able to pitch-match a lead vocalist or vocal on a track and perform actions to accompany the songs. Children will also take part in 'repeat after me' songs to assist in developing their listening.</p>	<p style="text-align: center;"><u>Pitch</u></p> <p>In this unit, children will explore pitch by carrying out lots of physical movements and experiments with their voices. They will follow graphical representations and use their voices to match the pitch accordingly. They will play games, including a version of hide and seek, using a hidden teddy bear and their voices to find it. The children also explore being conductors, leading their groups whilst performing several short pieces which all focus on listening and performing different pitches.</p>	<p style="text-align: center;"><u>Structure, form and technology</u></p> <p>In this unit, children will learn and sing a variety of nursery rhymes, often with animal themes. The animals in each song will be discussed along with the sounds that those animals make. Children will be introduced to simple technology/apps that allow for voice/sound recordings to be made. Children will explore changing the pitch/tempo of these sounds to recreate animal sounds.</p>	<p style="text-align: center;"><u>Instruments</u></p> <p>In this unit, children will learn the key features of country music, big band music and beatboxing. They will use features of each genre as a basis for their own 20th Century-style composition. Children will experiment using string instruments, percussion instruments and using their bodies to make noises and sounds that follow along to a rhythm.</p>
	Through these activities, provision and child-initiated learning children will:					
	Expressive Arts and Design Being imaginative and expressive		<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; 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. 			
	Communication and Language		<ul style="list-style-type: none"> Listens carefully to rhymes and songs, paying attention to how they sound. Learns rhymes, poems and songs. 			

Key Stage 1

Through the spiral curriculum, the children revisit the units throughout KS1, building upon their work in Foundation Stage and Year 1 when they encounter the unit again in Year 2. They move through more technically challenging work in Year 2, learning more technical skills, using a widening range of instruments, tackling more difficult tasks and listening to a wider range of music for stimuli.

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
Year 1	<p><u>Pulse and Rhythm</u></p> <p>In this unit, children look at pulse and rhythm patterns found in speech. They will practice both keeping the pulse and performing the rhythms independently, as a whole class and in small groups. They will learn to read different graphic notations and use image cards to create their own.</p>	<p><u>Rhythm</u></p> <p>In this unit, children will experience and explore hearing and making long and short sounds on a variety of instruments. They will use their listening skills to identify the different sounds and follow and create signals when performing. The children learn a simple rhyme to establish the concept of syllables and rhythms and explore how the pulse is integral to keeping in time when performing rhythms.</p>	<p><u>Voice and Musical Appreciation</u></p> <p>In this unit, the children explore the use of the voice for singing and making vocal sounds, with emphasis on the use of dynamics and tempo. They will begin to discover the musical scale, with an introduction to pitch and to learn about melody. They will create their own start and stop signals and have the opportunity to lead the class in performance. The use of graphic scores allows them to demonstrate their understanding of pitch and explore the link between their voice and musical notes.</p>	<p><u>Pitch</u></p> <p>In this unit, the children learn to identify pitch by listening to a variety of music and using their bodies and objects to demonstrate the changes from high to low/low to high. They will consider the atmosphere music can create and will experiment in creating their own work. They will create their own small group compositions and have the opportunity to conduct their group with simple start/stop actions. Experiments with un-tuned percussion will reinforce the changes in pitch.</p>	<p><u>Instruments</u> <u>Boomwhacker</u></p> <p>In this unit, the children will begin to understand the 8 note scale and how to use it to create melody. They will learn to hold and play a Boomwhacker tube correctly, follow graphic notation and rhythms of speech to create patterns. Playing in time with the pulse of a backing track and only playing when it is their turn will be the main focus of this unit. The children will begin to be musically aware of other sounds around them in a piece and the need to keep the pulse when playing.</p>	<p><u>Structure, form and technology</u></p> <p>In this unit, the children use technology to create a soundscape for a train journey, car journey and thunder storm. Using pictures as their stimulus they will create sounds with their voices and bodies and record them on <i>SoundOscape</i>. This app allows them to manipulate the tempo and dynamics of their recording and add effects such as an echo. In their groups they will decide on a structure for their piece explaining why they have chosen to place their sounds in this order.</p>
Year 2	<p><u>Pulse and Rhythm</u></p> <p>In this unit, children will be looking at pulse, rhythm and ostinatos. They will practise and perform rhythms, layering them and combining them over other patterns and pulse. This unit uses 1, 2, or 3 syllable words in rhythm grids.</p>	<p><u>Rhythm</u></p> <p>In this unit, the children focus on learning to internalize the pulse in order to create silences in their patterns. The use of rhythm patterns and songs will assist in creating ostinatos (repeating patterns) to be used in part work, alongside body percussion and percussion instruments. The children will create their own ostinato in small groups and choose body percussion to represent it. Each group will maintain their pattern alongside the performance of a song or rhyme.</p>	<p><u>Voice and Musical Appreciation</u></p> <p>In this unit, there is an emphasis on pitch and its journey in songs. The children will create their own start and stop, dynamic and tempo signals and have the opportunity to lead the class in performance using these signals. They will attempt part work including drone, ostinato and melody. The use of graphic scores allow them to demonstrate their understanding of pitch and explore the link between their voice and musical notes.</p>	<p><u>Pitch</u></p> <p>In this unit, the children will focus on textures of different voices eg. mouse, fish or a bear while singing and will discover how the human voice works. The use of vowel sounds will be the basis for creating a pitch walk with a partner including changes in dynamics and pitch. They will begin to combine pitch, dynamics and long and short sounds and show it on a graphic score. The outcome will be a performance in pairs to the class.</p>	<p><u>Instruments: Ocarina</u></p> <p>In this unit, the children will learn to hold and play an Ocarina correctly. The use of rhythm patterns in speech, alongside staff notation, will guide them to make the correct sounds. The notes high D, B, G and low D will be covered and used in various formations in song. The opportunity to play solo or in a small group will be encouraged.</p>	<p><u>Structure, form and technology</u></p> <p>In this unit, the children will build a 4 beat body percussion repeating pattern to share with the class. They will maintain a good pulse as well as their chosen rhythm. As a whole class they will begin to build up to three layers of sound that can be used as verse, chorus and bridge. Using words as their rhythm they will create their own group composition focusing on the syllables. The children record their compositions and listen back and evaluate choices.</p>

Within the music progression map, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, in the Year 2 instruments unit, children move from experimenting with instruments in F2, playing tuned percussion in Year 1 to playing notes on a wind instrument.

Key Stage 2

As the children move through Key Stage 2, they revisit and build upon each unit with progressively more complex content. They move through more technically challenging work year on year, learning more technical skills, using a widening range of instruments, tackling more difficult tasks and listening and responding to a wider range of music for stimuli.

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
Year 3	<p><u>Pulse and Rhythm</u></p> <p>In this unit, children learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will explore and create a range of sounds to compose their own short rhythm to be used as an ostinato. Children will then practice their ostinatos and use them in a whole class performance where several rhythmic patterns are being played at once (polyrhythm). Visual cues will be explained, created and used to conduct groups during their performances.</p>	<p><u>Rhythm</u></p> <p>In this unit, the children will experiment with improvising a 4 beat pattern using speech and body percussion. In small groups they will create various ostinatos from familiar songs while demonstrating good pulse keeping. They will develop their ability to read graphic scores and to create their own in small groups for a whole class composition. The use of body percussion and vocal sounds will help to vary the dynamics and timbre of their pieces.</p>	<p><u>Voice and Musical Appreciation</u></p> <p>In this unit, children will develop their singing ability and be mostly pitch accurate. They will be able to add actions to their singing whilst maintaining the pitch, rhythm and pulse of the song. They will be able to lead confidently with various signals (start, stop, dynamics & tempo) and they will be introduced to more complex part singing. Various songs will be used and repeated throughout the unit as the children develop the ability to create graphic scores of familiar melodies.</p>	<p><u>Pitch</u></p> <p>In this unit, the children will identify pitch in songs and use un-tuned percussion to link the sounds. They will create graphic notation of musical motifs and discuss the mood of the music. Tuned percussion will be used to re-create the motifs from the graphic scores and then rearranged by the children in to a new composition. The continued use of ostinatos and part work is a main thread of this unit, encouraging the children to try their work in rounds. Focus remains on timbre, texture, dynamics, pitch, tempo & structure.</p>	<p><u>Instruments Glockenspiel</u></p> <p>In this unit, the children will learn to use 2 beaters at the same time to perform chords on the Glockenspiel. Graphic scores will be used to guide them through songs as well as start/stop signals and pulse keeping guidance. They will play as a large group and will need to stay in time with the pulse and the rest of the group. The inter-related dimensions of music will also be used to vary the dynamics and tempo of the pieces.</p>	<p><u>Structure, form and technology</u></p> <p>In this unit, the children will become musical detectives as they discover song form AB and ABC and identify it through listening exercises. Various songs from pop history will be explored. The children will create 2 bar rhythms using only crotchets and quavers and create AB song form in their groups. They will then decide on the structure of their piece and practice it using un-tuned percussion. This will progress to the use of ABC song form in their compositions and a whole class piece will be the outcome.</p>
Year 4	<p><u>Brass lessons (provided by Leicestershire Music Whole class instrumental tuition project)</u></p> <p>The children are instructed on how to play one of the following brass instruments – Trombone, Baritone or Cornet. They will learn to hold the instrument correctly and how to create a good sound with breath and mouth control. They will follow, and learn to read, graphic score using musical note letters and symbols to represent musical notes, rests and their value. Their ability to play as an ensemble will be developed as well as their ability to self-appraise and correct their own mistakes. The use of the inter related dimensions of music will be reinforced, as they use dynamic & tempo changes in various pieces while being under pinned throughout by pulse and rhythm. Children finish the year with a concert to show piece their learning with a mixture of whole year group, groups of instruments and solo pieces.</p>					

<p>Year 5</p>	<p><u>Pulse and Rhythm</u></p> <p>In this unit, children work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore graphic and formal notation, using crotchets, quavers and rests and compare how these representations can look when placed side by side.</p>	<p><u>Rhythm</u></p> <p>In this unit, the children will learn the names and note values of crotchets, quavers, minims and semi-breves. They will be able to identify 4 beat patterns using staff notation, perform them and create their own. They will work on 2 x 4 beat patterns, with the use of different timbre through body percussion, to develop a class composition. The use of 3/4 4/4 & 5/4 pulse groups will give them the opportunity to problem solve any issues created when performing these counts and to take this in to their group work. Listening tasks will see the children link notes they are hearing to staff notation on paper and help to develop a final class piece with focus on timbre and texture.</p>	<p><u>Voice and Musical Appreciation</u></p> <p>In this unit, the children will explore the genres of swing, jazz, blues, musical theatre and 20th Century war time music. They will listen and evaluate, identify structure, use percussion to recreate sounds and create drum beats and blues style rhythms. They will create graphic scores to show their understanding of notation and use these in short compositions. They will evaluate their own work and give constructive feedback on others.</p>	<p><u>Pitch</u></p> <p>In this unit, the children will explore pitch through minimalism, working with the Pentatonic major and minor scale. They will listen to various minimalist pieces and devise a 'Composer's Toolkit' from their observations. They will compose a piece to accompany a Tom & Jerry style cartoon by creating a storyboard with musical ideas annotated below, to include graphic scores, notation and use of the inter-related dimensions of music.</p>	<p><u>Instruments Boomwhackers</u></p> <p>In this unit, the children will examine pitch and identify the link between instrument size and its sound. They will revisit how to play the Boomwhacker tube correctly and have the opportunity to experiment with new ways to create the sound. Part work is key in this unit and so is their ability to maintain it within a larger group. Composition work in smaller groups gives them the opportunity to create their own piece and perform it for others, focusing on keeping to the pulse and maintaining their part.</p>	<p><u>Structure, form and technology</u></p> <p>In this unit, the children will identify the structure and form of pop songs through listening. Using the form of AB & ABC (Verse, Chorus, Bridge) they will listen to various songs, discuss the structure and discuss their decision with a partner. Further into the unit the children will create a storyboard for a character who is going on a journey using the 3 sections A, B, C. and compose the sections using Soundation/Chrome Music Lab. They will then look at composing their own 12-bar blues which will include structure, lyric writing and melody creation using 6 notes on tuned percussion.</p>
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Year 6	<p><u>Pulse and Rhythm</u></p> <p>In this unit, children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.</p>	<p><u>Rhythm</u></p> <p>In this unit, children will be focusing on performing to graphic scores and interpreting images. They will decide on the use of dynamics, timbre, tempo and rhythm dependent on how they interpret the image. There is no correct or incorrect way to play a graphical score as it is entirely subjective but the children will need to demonstrate reason and method behind their decisions. The use of 4 beat rhythms and varied percussion instruments will help them to develop a better understanding of timbre and texture as they develop a group composition. A recap of staff notation will form the basis of a whole class composition and conducting opportunities.</p>	<p><u>Voice and Musical Appreciation</u></p> <p>In this unit, the children will use art work to connect the more abstract musical genres of expressionism, serialism and minimalism. Listening and evaluating pieces of music from these genres and linking art work from the same style will form the basis of discussions about the composer's objective and how the music makes us feel. They will build a composer's toolkit for each genre and have opportunities to create music in this style while developing motifs in their work. Towards the end of the unit there will be an opportunity to be a film composer, as they create accompanying music for a short animation. They will be able to justify how their piece supports the film using musical terms.</p>	<p><u>Pitch</u></p> <p>In this unit, the children will learn about pitch and its effect on the listener, leading to composing their own piece of music. They will discuss the mood of the music and what it is about the music that makes us feel this mood. They will focus on intervals (semitones) and create a Composer's Toolkit for features needed to create suspense through music, as well as arpeggios and a toolkit for fanfare music. They will also create a motif for a character using a variety of tuned and un-tuned instruments, recording the composition using a graphic score.</p>	<p><u>Instruments: Ukulele</u></p> <p>In this unit, the children will learn to name the parts of a Ukulele, including the string names and how to hold and play correctly. They will try basic string plucking with rhythm patterns and songs. Chord tabs will be introduced for C, D, F, G & A with basic strumming patterns. A use of nursery rhymes/songs and modern pop songs will be used as accompaniment.</p>	<p><u>Structure, form and technology</u></p> <p>In this unit, the children will continue to explore the structure and form of various songs in greater depth and be able to justify their responses with examples from the music. They will compose various pieces and focus on the use of technology used in music, the song form of AB and the composer's toolkit required. The use of music websites such as Soundation will assist them in their compositions. They will look at editing, adding layers, timbre and texture to help them improve and develop their ideas throughout the unit.</p>
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Within the music progression map objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example the Year 6 Instruments unit builds upon all previous work by moving on to a 4 stringed instrument that requires more coordination and complex finger placement. Both hands are required to perform their own action simultaneously while keeping the pulse to backing music and with the rest of the group.