

Music Curriculum at Roundwood Primary School

Where we are going

You need to:

- Exhibit performance skills which demonstrate an understanding of musical elements, style, interpretation and expression (**resilience**)
- Regularly broaden your musical experiences and interests, develop imagination and foster creativity. (**curiosity**)
- Acquire skills in music which make links between the integrated activities of performing, composing and appraising. (**courage**)
- Acquire the knowledge, understanding and skills needed to communicate effectively as musicians (**resilience, happiness**)
- Have knowledge and understanding of a variety of instruments and styles.
- Engage as effective, independent learners and as critical and reflective thinkers with enquiring minds (**curiosity**)
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development (**respect**)

Who we are

Children at RPS live in an area with relatively low ethnic diversity, which means that access to music of different cultures could be limited. Children from higher socio-economic backgrounds attend performances at theatres and concert venues locally, which have varied programmes of events. Some parents may also take their children to larger cities (e.g. London) to watch performances of music and drama in a range of styles. Children at RPS are taught music through the Charanga music scheme. They learn to play and compose music using a glockenspiel in KS1 and in KS2, this is taught by playing keyboards. In music lessons, half a term is dedicated to exploring a genre of music and is centred around a key song. The other half of the half term is based on music theory and progresses their understanding of composing and appreciating music. We link our music lessons to the wider curriculum to ensure purposeful and cross-curricular learning. In addition to this, all children learn to play the ukulele in Year 3. They are taught by a qualified music teacher and leave Year 3 with the ability to play along to a familiar tune and even have a go at composing their own music! Children experience a weekly music assembly which celebrates music from around the world. This also offers them the opportunity to perform live to their peers. We have private music lessons available at school, through external providers. We also have a weekly i-Rock practitioner where children can sign-up to take part in a live band experience. Those learning instruments have the opportunity to take part in ensembles at school and within the local area, including those organised by local secondary schools and Stowe School.

Vocabulary

A capella appraising arrangement backing ballad band chord chorus composing dynamics ensemble groove harmony improvise intro outro lyric melody pitch pulse beat rhythm riff solo structure style tempo verse

RPS Music Journey

Early Years

In Early Years, children begin the year by learning to sing nursery rhymes and action songs. They progress into composition in the Summer Term; preparing them for their music learning in Year 1.

In the Autumn Term children learn:

Me! My Stories

A variety of nursery rhymes and action songs, including traditional rhymes such as “1,2,3,4,5, Once I Caught a Fish Alive” and “Ring O’ Roses” and more recent action songs such as “Five Little Monkeys” and “Not Too Difficult”.

Musical learning focus:

Listening and responding to different styles of music
Embedding foundations of the interrelated dimensions of music

Learning to sing or sing along with nursery rhymes and action songs
Improvising leading to playing classroom instruments
Share and perform the learning that has taken place

In the Spring Term children learn:

Everyone! Our World

A continued variety of nursery rhymes and action songs, including traditional rhymes such as “Twinkle Twinkle Little Star” and “Wind the Bobbin Up” and more recent action songs such as “The Hokey Cokey” and “Heads, Shoulders, Knees and Toes”.

Musical learning focus

Listening and responding to different styles of music
Embedding foundations of the interrelated dimensions of music
Learning to sing or sing along with nursery rhymes and action songs
Improvising leading to playing classroom instruments
Singing and learning to play instruments within a song
Share and perform the learning that has taken place

In the Summer Term children learn:

Big Bear Funk

This is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.

Musical learning focus:

Listening and appraising Funk music
Embedding foundations of the interrelated dimensions of music using voices and instruments
Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
Playing instruments within the song
Improvisation using voices and instruments
Riff-based composition
Share and perform the learning that has taken place

In Year 1

In Year 1, children begin to explore beat, tempo and dynamics. The explore sound through music and begin to create stories using music.

In the Autumn Term children learn:

Hey You!

This song is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.

Introducing Beat (linked to PSHCE unit: Me and My Relationships)

“How Can We Make Friends When We Sing Together?” – this unit celebrates a wide range of musical styles. The children follow steps to understanding beat through the songs: “Heads, shoulders, knees and toes” and “We talk to animals”.

**In the Spring Term children learn:
In the Groove**

This is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week they will listen and learn a different style of In The Groove.

Introducing Tempo and Dynamics (linked to Science Unit: Seasonal Changes)

“How Does Music Make the World a Better Place?” – this unit celebrates a wide range of musical styles. The children follow steps to understanding tempo and dynamics through the songs: “If you’re happy and you know it” and “Big Bear Funk”.

In the Summer Term children learn:

Your Imagination

Musical Activities – children learn and/or build on knowledge and understanding about the interrelated dimensions of music through: Warm-up Games (including vocal warm-ups). Flexible Games (optional extension work). Learning to Sing the Song, and playing Instruments with the song. Children can play given parts or their own compositions/improvisation. As a class, children write their own lyrics and create a group composition. Finally, they perform the song and share their learning.

Explore Sound and Create a Story (linked to Geography Unit: Our Country)

“How Does Music Teach Us About Looking After Our Planet?” – this unit celebrates a wide range of musical styles. The children follow steps to explore sound and create stories through the songs: “Alice The Camel” and “Ten Green Bottles”.

In Year 2

In Year 2, children begin simple patterns, explore feeling through music and recognise different sounds. They explore the genres: South African Music, Rock and Pop.

In the Autumn Term children learn:

Hands, Feet, Heart

This is a song written for children to celebrate and learn about South African Music.

They learn an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.

Exploring Simple Patterns (linked to PSHCE unit: Me and My Relationships)

“How Does Music Help Us To Make Friends?” – this unit celebrates a wide range of musical styles. The children follow steps to explore simple patterns through the songs: “Music is in my Soul” and “Hey Friends”.

In the Spring Term children learn:

I Wanna Play in a Band

This is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.

Exploring Feelings Through Music (linked to Science Unit: Living Things and their Habitats)

“How Does Music Make the World a Better Place?” – this unit celebrates a wide range of musical styles. The children follow steps to explore feeling through music through the songs: “Hands Feet Heart” and “All Around The World”.

In the Summer Term children learn:

Friendship Song

Children use their imagination and create their own performance. They sing the song as it is including no musical activities. They add some choreography to the song. They sing the song and include one musical activity only in the ‘Coda’ section (playing, improvisation or composition). They play the written parts or compose a part or improvise as a group or with some solos.

Exploring Improvisation (linked to Geography Unit: Sensational Safari)

“How Does Music Teach us About Looking after Our Planet?” – this unit celebrates a wide range of musical styles. The children follow steps to exploring improvisation through the songs: “The Sunshine Song” and “Down by the Bay”.

In Year 3

In Year 3, children begin to develop notation skills, compose using their imagination and recognise different sounds. They explore the genres: R and B, Reggae and Disco.

In the Autumn Term children learn:

Let Your Spirit Fly

Children learn and build on their knowledge and understanding about the interrelated dimensions of music through: Playing warm up games (including vocal warm ups), flexible games (optional extension work,) learning to sing the song, playing instruments with the song, improvising with the song and composing with the song.

Developing Notation Skills (linked to PSHCE unit: Me and My Relationships)

“How Does Music Bring Us Closer Together?” – this unit celebrates a wide range of musical styles. The children follow steps to develop notation skills through the songs: “Home is Where the Heart Is” and “Let’s Work it out Together”.

In the Spring Term children learn:

Three Little Birds

This song presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.

Composing Using Your Imagination (linked to Geography Unit: Rainforests)

“How Does Music Make the World a Better Place?” – this unit celebrates a wide range of musical styles. The children follow steps to compose using your imagination through the songs: “You’re a shining star” and “Music Makes the World Go Round”.

In the Summer Term children learn:

Bringing Us Together

This is a Disco song about friendship, peace, hope and unity. Children learn and build on their knowledge and understanding about the interrelated dimensions of music through: Playing warm up games (including vocal warm ups), flexible games (optional extension work,) learning to sing the song, playing instruments with the song, improvising with the song and composing with the song.

Recognising Different Sounds (linked to Geography Unit: Extreme Earth)

“How Does Music Connect Us With Our Planet?” – this unit celebrates a wide range of musical styles. The children follow steps to recognising different sounds through the songs: “Michael row the boat ashore” and “The Dragon Song”.

In Year 4

In Year 4, children begin to develop interesting time signatures, create simple melodies and explore purpose, identity and expression through music. They explore the genres: Pop and Gospel.

In the Autumn Term children learn:

Mamma Mia

As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.

Developing Interesting Time Signatures (linked to PSHCE unit: Me and My Relationships)

“How Does Music Bring Us Together?” – this unit celebrates a wide range of musical styles. The children follow steps to develop interesting time signatures through the songs: “I’m Always There” and “Martin Luther King”.

In the Spring Term children learn:

Lean on Me

This is a soul/gospel song and the children are taught an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Children are encouraged to keep focused on musical learning.

Creating Simple Melodies Together (linked to Geography Unit: Somewhere to Settle)

“How Does Music Teach Us About Our Community?” – this unit celebrates a wide range of musical styles. The children follow steps to create simple melodies through the songs: “Let Your Spirit Fly” and “Frere Jacques”.

In the Summer Term children learn:

Blackbird

This is a Pop song about the Civil Right Movement. Children are taught to appraise Beatles classics and recognise the themes and genre in the song. The play games, appraise the music and learn to sing and perform the song.

Exploring Purpose, Identity and Expression through Music (linked to Geography Unit: Water)

“How Does Music Connect Us With The Environment?” – this unit celebrates a wide range of musical styles. The children follow steps to explore purpose, identity and expression through the songs: “You Can See It Through” and “The Octopus Slide”.

In Year 5

In Year 5, children begin to use music tech, are introduced to chords and explore words, meaning and expression through music. They explore the genres: Rock and Hip Hop.

In the Autumn Term children learn:

Livin’ On a Prayer

This is a classic rock song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

Getting Started with Music Tech (linked to PSHCE unit: Me and My Relationships)

“How Does Music Bring Us Together?” – this unit celebrates a wide range of musical styles. The children follow steps to understand Music Tech through the songs: “Ghost Parade” and “Joyful Joyful”.

In the Spring Term children learn:

Fresh Prince of Bel-Air

This is a old school hip hop song. The children are taught an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Children are encouraged to keep focused on musical learning.

Introducing Chords (linked to History Unit: Crime and Punishment)

“How Does Music Teach Us About Our Community?” – this unit celebrates a wide range of musical styles. The children follow steps to introduce chords through the songs: “Heroes” and “Happy To Be Me”.

In the Summer Term children learn:

Dancing in the Street

This is a Pop song and the children learn through games, the dimensions of music (pulse, rhythm, pitch etc), and how singing and playing of instruments are all linked.

Exploring Words, Meaning and Expression through Music (linked to PSHCE Unit: Growing and Changing)

“How Does Music Shape Our Way of Life?” – this unit celebrates a wide range of musical styles. The children follow steps to explore words, meaning and expression through the songs: “Breathe” and “Keeping Time”.

In Year 6

In Year 6, children begin to develop melodic phrases, explore further notation and use chords and structures. They explore the genres: Pop, Motown and Contemporary Styles.

In the Autumn Term children learn:

Happy

This is a Pop song where the children are taught to explore and appraise this style of music. They are asked: What style indicators can you hear? Can you describe the structure? What instruments/voices you can hear? Can you describe the musical dimensions? They focus on being able to sing and play the song.

Developing Melodic Phrases (linked to PSHCE unit: Me and My Relationships)

“How Does Music Bring Us Together?” – this unit celebrates a wide range of musical styles. The children follow steps to develop melodic phrases through the songs: “It’s All About Love” and “Sunshine on a Rainy Day”.

In the Spring Term children learn:

You’ve Got A Friend

Children explore the music of Carole King in this unit. They are taught to listen to, appraise and explore the song. The sing in unison, play games about the song, recreate and play the melody and perform the song to their peers.

Exploring Notation Further (linked to Geography Unit: Trade and Economics)

“How Does Music Teach Us About Our Community?” – this unit celebrates a wide range of musical styles. The children follow steps to explore notation further through the songs: “Let’s Rock” and “Friendships Should Never End”.

In the Summer Term children learn:

Music and Me

This is a unit which focuses on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative. Throughout this series, children will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

Using Chords and Structures (linked to PSHCE Unit: Growing and Changing)

“How Does Music Shape Our Way Of Life?” – this unit celebrates a wide range of musical styles. The children follow steps to use chords and structures through the songs: “Down By The Riverside” and “Dance the Night Away”.

Links with other subjects

PSCHE – Growing and Changing, Our Relationships

Geography – Trade and Economics, Water, Somewhere to Settle, Extreme Earth, Rainforests, Sensational Safari, Our Country

Science – Living Things

History – Crime and Punishment

English – Poetry and Making Connections

As a musician leaving RPS

I will be able to:

- enjoy a range of music and use my musical skills in and beyond school.
- play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- 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.
- develop an understanding of the history of music.
- choose to develop my musical skills through participation in extracurricular musical activities within and beyond the school.
- use music as a form of self-expression.

Memory Makers

I will have experienced

- **Learning to play the chime bars, the Ukulele and the keyboard the keyboard**
- **I can play and sing a range of recorded music from different, diverse genres**
- **I have performed in front of the school**
- **I have had the chance to visit Stowe School and participate in an Orchestra Day**
- **I have performed a musical to celebrate the end of my time at Roundwood**
- **I have had the chanced to sing at Wembley Arena as part of a choir**
- **I have had the chance to open the 'Christmas Light Switch On' at the local village green singing carols**
- **I celebrated seasonal festivals including Autumn, Winter and Spring performances at the local church**

Because I went to RPS

- I have developed a love and passion for music
- I can play a musical instrument
- I can compose my own music including improvising around a scale
- I have performed in front of an audience
- I have a knowledge of a range of diverse, musical genres
- I have learnt to appreciate and celebrate accomplished artists