

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.
- Regularly broaden your musical experiences and interests, develop imagination and foster creativity.
- Acquire skills in music which make links between the integrated activities of performing, composing and appraising.
- Acquire the knowledge, understanding and skills needed to communicate effectively as musicians.
- 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.
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

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 the Model Music Curriculum Scheme music through the Charanga online platform. They learn to play and compose music using a glockenspiel in KS1 and in KS2, this is taught by playing keyboards. Music lessons explore different genres, music theory and progress children's understanding of composing and appreciating music. Children also 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, including guitar, violin and piano. We also have a weekly i-Rock practitioner where children can sign-up to take part in a live band experience. At the end of each term, the parents of the i-Rock students are invited into school to watch their children perform a live concert!

Vocabulary

Early Years: nursery rhymes, instruments, listen, play, beat

Year 1: pulse, rhythm, percussion, tune, lyric

Year 2: pitch, tempo, ensemble, melodies, band

Year 3: improvisation, musical cues, rhythmical patterns, composition, backing

Year 4: structure, genres, interpretation, complex melodies, a capella

Year 5: texture, dynamics, notation, diction, appraising

Year 6: timbre, soloist, stylistically, tuning, arrangement

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

Reflect, Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

In Year 1

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

In the Autumn Term children learn:

My Musical Heartbeat

Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.

Social Question: How Can We Make Friends When We Sing Together?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G

Dance, Sing and Play!

Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.

Social Question: How Does Music Tell Stories About the Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

In the Spring Term children learn:

Exploring Sounds

Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.

Social Question: How Does Music Make the World a Better Place?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

Learning to Listen

Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?

Social Question: How Does Music Help Us to Understand Our Neighbours?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

In the Summer Term children learn:

Having Fun with Improvisation

Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.

Social Question: What Songs Can We Sing to Help Us Through the Day?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

Let's Perform Together!

Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.

Social Question: How Does Music Teach Us About Looking After Our Planet

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B

In Year 2

In Year 2, children begin simple patterns, explore feeling through music and recognise different sounds.

In the Autumn Term children learn:

Pulse, Rhythm and Pitch

Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.

Social Question: How Does Music Help Us to Make Friends?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A

Playing in an Orchestra

Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?

Social Question: How Does Music Teach Us About the Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$, B

In the Spring Term children learn:

Inventing a Musical Story

Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.

Social Question: How Does Music Make the World a Better Place?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$, B

Recognising Different Sounds

When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?

Social Question: How Does Music Teach Us About Our Neighbourhood?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$, B

In the Summer Term children learn:

Exploring Improvisation

Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!

Social Question: How Does Music Make Us Happy?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$, B

Our Big Concert

Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.

Social Question: How Does Music Teach Us About Looking After Our Planet?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F $\sharp$, G, A, B $\flat$, B

In Year 3

In Year 3, children begin to develop notation skills, compose using their imagination and recognise different sounds.

In the Autumn Term children learn:

Writing Music Down

Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.

Social Question: How Does Music Bring Us Closer Together?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B

Playing in a Band

Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.

Social Question: What Stories Does Music Tell Us About the Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B

In the Spring Term children learn:

Compose Using Your Imagination

Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?

Social Question: How Does Music Make the World a Better Place?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B

More Musical Styles

Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.

Social Question: How Does Music Help Us Get to Know Our Community?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B

In the Summer Term children learn:

Enjoying Improvisation

Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?

Social Question: How Does Music Make a Difference to Us Every Day?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B

Opening Night

Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!

Social Question: How Does Music Connect Us with Our Planet?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B

In Year 4

In Year 4, children begin to develop interesting time signatures, create simple melodies and explore purpose, identity and expression through music.

In the Autumn Term children learn:

Musical Structures

Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.

Social Question: How Does Music Bring Us Together?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$

Exploring Feelings When You Play

Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.

Social Question: How Does Music Connect Us with Our Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F $\sharp$, G, A, B $\flat$, B

In the Spring Term children learn:

Compose with Your Friends

When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.

Social Question: How Does Music Improve Our World?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F $\sharp$, G, A, B $\flat$, B

Feelings Through Music

Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.

Social Question: How Does Music Teach Us About Our Community?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F $\sharp$, G, A, B $\flat$, B

In the Summer Term children learn:

Expression and Improvisation

Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.

Social Question: How Does Music Shape Our Way of Life?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B

The Show Must Go On!

Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.

Social Question: How Does Music Connect Us with the Environment?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#

In Year 5

In Year 5, children begin to use music tech, are introduced to chords and explore words, meaning and expression through music.

In the Autumn Term children learn:

Melody and Harmony in Music

A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?

Social Question: How Does Music Bring Us Together?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B

Sing and Play in Different Styles

Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.

Social Question: How Does Music Connect Us with Our Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B

In the Spring Term children learn:

Composing and Chords

If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.

Social Question: How Does Music Improve Our World?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B

Enjoying Musical Styles

There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.

Social Question: How Does Music Teach Us About Our Community?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb

In the Summer Term children learn:

Freedom to Improvise

Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).

Social Question: How Does Music Shape Our Way of Life?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B

Battle of the Bands!

Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!

Social Question: How Does Music Connect Us with the Environment?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb

In Year 6

In Year 6, children begin to develop melodic phrases, explore further notation and use chords and structures.

In the Autumn Term children learn:

Music and Technology

Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.

Social Question: How Does Music Bring Us Together?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F $\sharp$, G, A, B $\flat$, B

Developing Ensemble Skills

You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.

Social Question: How Does Music Connect Us with Our Past?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F $\sharp$, G, A, B $\flat$, B

In the Spring Term children learn:

Creative Composition

By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.

Social Question: How Does Music Improve Our World?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C $\sharp$, D, E, F, F $\sharp$, G, A, B $\flat$, B

Musical Styles Connect Us

Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.

Social Question: How Does Music Teach Us About Our Community?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C $\sharp$, D, E, F, F $\sharp$, G, A, B $\flat$, B

In the Summer Term children learn:

Improvising with Confidence

You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.

Social Question: How Does Music Shape Our Way of Life?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B

Farewell Tour

This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!

Social Question: How Does Music Connect Us with the Environment?

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B

Links with other subjects

History – Chronological Understanding, Social Context

Geography – Global Cultures, Contextualizing Location

English – Spoken Language & Drama, Creative Writing

Maths - Sequencing and Patterns

Science – Soundwaves and Vibrations

Computing - Digital Audio Workstations (DAWs)

Physical Education - Rhythm and Coordination

PSHE - Teamwork and Collaboration, Communication Skills, Confidence and Resilience

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 xylophones, keyboards, and other musical instruments**
- **I can play and sing a range of recorded music from different, diverse genres**
- **I have performed in front of the school**
- **I have performed in a musical production to celebrate the end of my time at Roundwood**

- 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
- 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 a diverse range of accomplished artists