



**'Learning for a fuller life...'**

<b>TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW</b>		<b>Music</b>
<b>INTENT</b>		
<p><i>Music has a long tradition at our school and is highly valued. We aim to develop pupils' understanding and enjoyment of music through performing, composing, listening and appraising by using a range of varied activities in which pupils of all abilities are encouraged to participate fully. Pupils are taught to sing and play musically with increasing confidence and control. Through whole class instrumental teaching all pupils gain a knowledge of staff notation. They develop an understanding of musical composition, using percussion instruments and their voices, organising and manipulating ideas within musical structures to reproduce sounds from both memory and from different types of musical scores. Pupils are given opportunities to listen to a range of recorded music drawn from different traditions, composers and musicians. Pupils are given opportunities to perform in a range of situations including to their class, year group, performances to family members (year group assemblies, Soiree, Summer Music concert), to the local community (choir visits to Care Centres, Year 2 concert and visits to our feeder schools), and in larger venues (St Peter Mancroft Church for our Christmas Service and The O2 Young Voices concert). The music curriculum is further enhanced by extra-curricular music activities available for pupils to attend alongside the provision of instrumental lessons provided by Norfolk Music Service.</i></p>		
	<b>SKILLS</b>	<b>KNOWLEDGE</b>
<b>YEAR 3</b>	Pupils will learn to: <ul style="list-style-type: none"> <li>• Play the ukulele (Charanga.open string tunes and chords C and F)</li> <li>• Start to read notes on the treble clef stave.</li> <li>• Know how to play the pitched and unpitched instruments we have in school.</li> <li>• Sing as part of a class and year group ensemble.</li> <li>• Listen and appraise a piece of classical music.</li> <li>• Read and write 4/4 rhythm patterns using minims, crotchets and quavers.</li> </ul>	Pupils will learn about: <ul style="list-style-type: none"> <li>• The names of pitched and unpitched percussion instruments.</li> <li>• The instruments of the orchestra.</li> <li>• Modern Classical music of Canada.</li> <li>• Tubular Bells by Mike Oldfield</li> <li>• Music of World War Two including songs and Big Band (Duke Ellington, Glenn Millar).</li> <li>• Songs in different styles, looking at structure and lyrics (Lyrics and themes linked to Ancient Egypt).</li> <li>• Standard music notation.</li> </ul>
<b>Enrichment:</b> <ul style="list-style-type: none"> <li>• Musical extra-curricular clubs.</li> <li>• Performing class written protest songs on environmental issues.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver.</li> </ul>

<p><b>YEAR 4</b></p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Play the glockenspiel (Unit 1 Charanga)</li> <li>● Read notes on the treble clef stave.</li> <li>● Compose a piece in groups, using pitched percussion instruments.</li> <li>● Play the ukulele (Charanga, continuing from where year 3 finish)</li> <li>● Program electronic sounds using Beat Wave app.</li> <li>● Sing a round, sing songs from popular culture.</li> <li>● Play and write rhythms using standard rhythmic notation.</li> <li>● Use a graphic score to record their own compositions.</li> <li>● Listen and appraise a piece of classical music.</li> <li>● Read and write 4/4 rhythm patterns using minim, crotchets, quavers and semi-quavers.</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>● Film scores (including Harry Potter and the work of John Williams), structure and effect.</li> <li>● The Firebird by Stravinsky (BBC 10 pieces).</li> <li>● Layers used in electronic music.</li> <li>● History of instruments (Celtic, Roman and modern instruments)</li> <li>● Songs in different styles (Including ABBA)</li> <li>● Standard music notation and graphic scores.</li> </ul>
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Whole class instrumental lessons from Norfolk on Music Hub Steels.</li> <li>● Musical extra-curricular clubs.</li> </ul>		<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>● Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8<sup>th</sup> notes, 16<sup>th</sup> notes, round.</li> </ul>
<p><b>YEAR 5</b></p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Play the notes b, a, g, low e and low d on the recorder and read them on the treble clef stave.</li> <li>● Listen and appraise a piece of classical music.</li> <li>● Listen and appraise a piece of contemporary modern music.</li> <li>● Perform as a class ensemble reading from a score and playing from memory.</li> <li>● Play pitched percussion instruments accurately reading from a graphic score.</li> <li>● Read rhythm cards accurately (4 beats to a bar) in order to rehearse and perform as a class.</li> <li>● Read and write more complex 4/4 rhythm patterns.</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>● The Planet Suite by Holst.</li> <li>● The Little Train of Caipira by Villa-Lobos(BBC 10 pieces)</li> <li>● The Four Seasons by Vivaldi (Winter BBC 10 pieces)</li> <li>● Instrumentation used in the theme music for 2001 A Space Odyssey.</li> <li>● Musical compositions using glass.</li> <li>● Rhythms and Instruments, and importance of Samba music in Brazilian culture.</li> <li>● The different types of Gamelan music, its structure and where it comes from.</li> <li>● History of instruments comparing Viking/Anglo-Saxon and modern instruments.</li> <li>● Standard music notation.</li> </ul>

<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Singing as year group ensemble at our Christmas service at St Peter Mancroft.</li> <li>● Musical extra-curricular clubs.</li> </ul>	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>● pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8<sup>th</sup> notes, 16<sup>th</sup> notes, gamelan, ostinato,</li> </ul>
<p><b>YEAR 6</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Play the glockenspiel (Unit 2 Charanga).</li> <li>● Read notes on the treble clef stave.</li> <li>● Sing as a class ensemble and sing in parts as a large ensemble (year group including part and solo singing).</li> <li>● To compose as a group a piece of music using pitched and unpitched instruments based on a given theme to create an atmosphere using a range of more complex 4/4 rhythm patterns.</li> <li>● To compose using their voice and body.</li> <li>● Listen and appraise a piece of classical music.</li> <li>● Read and write more complex 4/4 rhythm patterns.</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>● Dance Macabre by Saint Saens.</li> <li>● Night on a Bare Mountain by Mussorgsky (BBC 10 pieces).</li> <li>● Texture and timbre in music.</li> <li>● How to perform as a whole year group together to an audience.</li> <li>● Themes and structure of modern contemporary music.</li> <li>● How body percussion can be used in compositions.</li> <li>● Musical entertainment of songs from different eras (Victorian street cries and songs).</li> <li>● Standard music notation.</li> </ul>
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> <li>● Musical extra-curricular clubs.</li> <li>● Singing as a year group, small group, duets/solos, in the year 6 play.</li> </ul>	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>● Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8<sup>th</sup> notes, 16<sup>th</sup> notes, gamelan, ostinato, perform, control, audience.</li> </ul>
<p><b>How does Music contribute to the overall school aims? (<i>Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective</i>):</b></p> <ul style="list-style-type: none"> <li>● Successful and Happy – Children who rehearse and perform a piece of music together experience the elation of playing with others. You see it in their faces after performing in our school music events and in class music lessons after they have achieved a successful performance with their group or class.</li> <li>● Resilient - Children who learn to play an instrument develop a resilience through practising their instrument in order to develop their skills. This is true through playing the ukulele, glockenspiel, recorder or a percussion instrument in class curriculum music lessons as well as for pupils who are learning to play an instrument with a peripatetic teacher.</li> <li>● Responsible, Caring and Respectful – Children have to behave in a responsible, respectful manner in order to play an instrument correctly. They have a responsibility not only for themselves but towards others when performing as part of an ensemble. They care about their performance and want to do well for themselves and others.</li> </ul>	

- Tolerant and reflective – They develop a tolerance towards their peer performers and adults when mistakes are made in rehearsals and performances. They reflect on their performance and those of others in class music lessons and in more public performance situations.

Support for SEN/disadvantaged children.

Music has the unique ability for children of all abilities to participate together. It can frequently enable children to shine and show their expertise. Curriculum music enriches the experiences of all children, through playing instruments together and watching and listening to performances on screen or in real life.

Support for more able pupils.

More able musicians can be given access to some of the more specialist instruments available in our school (keyboards, piano, drum kit). They can also bring in their own instruments when taking part in class compositions and performances. More able pupils join one of our ensembles. Many pupils develop their skills through learning to play an instrument through our visiting peripatetic music teachers.

Next Steps

- To continue to sustain our excellent music provision. To continue to encourage as many pupils as possible to develop a love of music that will hopefully stay with them for the rest of their lives.