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

| **TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW** | ***Music*** |
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INTENT

*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. They develop an understanding of musical composition, using percussion instruments and their voices and have opportunities to organise and manipulate musical ideas to reproduce sounds from both memory and different types of musical scores. Pupils 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 for feeder schools), and in larger venues (St Peter Mancroft Church for our Christmas Service and every other year 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 and other visiting peripatetic teachers.*

| | SKILLS | KNOWLEDGE |
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| YEAR 3 | Pupils will learn to:<br>• Play the ukulele (Charanga unit. Open string tunes and chords C and F)<br>• Start to read notes on the treble clef stave.<br>• Know how to play the pitched and unpitched instruments we have in school.<br>• Sing as part of a class and year group ensemble.<br>• Listen and appraise a piece of classical music.<br>• Read and write 4/4 rhythm patterns using minims, crotchets and quavers. | Pupils will learn about:<br>● The names of pitched and unpitched percussion instruments.<br>● The instruments of the orchestra.<br>● Modern Classical music of Canada.<br>● Tubular Bells by Mike Oldfield<br>● Music of World War Two including songs and Big Band (Duke Ellington, Glenn Millar).<br>● Songs in different styles, looking at structure and lyrics (Lyrics and themes linked to Ancient Egypt).<br>● Standard music notation. |
| *Enrichment:*<br>● Musical extra-curricular clubs.<br>● Performing Egyptian music to parents. | | *Vocabulary:*<br>● Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver. |

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<tr><td>YEAR 4</td><td>Pupils will learn to:<ul><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>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></td><td>Pupils will learn about:<ul><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.</li><li>Standard music notation and graphic scores.</li></ul></td></tr>
<tr><td colspan="2">Enrichment:<ul><li>Steel pans (WCIT) from Norfolk on Music Hub Steels.</li><li>Musical extra-curricular clubs.</li></ul></td><td>Vocabulary:<ul><li>Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8th notes, 16th notes, round.</li></ul></td></tr>
<tr><td>YEAR 5</td><td>Pupils will learn to:<ul><li>Start to learn to play the recorder and read the notes on the treble clef stave. (Charanga unit)</li><li>Listen and appraise a piece of classical 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 and write more complex 4/4 rhythm patterns.</li><li>Compose electronic music using Chrome Music Lab.</li><li>Sing as a class and year group choir.</li></ul></td><td>Pupils will learn about:<ul><li>The Planet Suite by Holst.</li><li>Instrumentation used in the theme music for 2001 A Space Odyssey.</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 and graphic scores.</li></ul></td></tr>
<tr><td colspan="2">Enrichment:<ul><li>Singing as year group ensemble at our Christmas service at St Peter Mancroft.</li><li>Musical extra-curricular clubs.</li></ul></td><td>Vocabulary:<ul><li>pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8th notes, 16th notes, gamelan, ostinato,</li></ul></td></tr>
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| YEAR 6 | Pupils will learn to:<br>● Play the glockenspiel (Unit 2 Charanga).<br>● Read notes on the treble clef stave.<br>● Sing as a class ensemble and sing in parts as a large ensemble (year group including part and solo singing).<br>● 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.<br>● To compose using their voice and body.<br>● Listen and appraise a piece of classical music.<br>● Read and write more complex 4/4 rhythm patterns. | Pupils will learn about:<br>● Dance Macabre by Saint Saens.<br>● Night on a Bare Mountain by Mussorgsky (BBC 10 pieces).<br>● How to perform as a whole year group together to an audience.<br>● Themes and structure of modern contemporary music.<br>● How body percussion can be used in compositions.<br>● Musical entertainment of songs from different eras (Victorian street cries and songs).<br>● Standard music notation. |
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| *Enrichment:*<br>● Musical extra-curricular clubs.<br>● Singing as a year group, small group, duets/solos, in the year 6 play. | | *Vocabulary:*<br>● Pitch, duration, dynamics, tempo, timbre, texture, notation, crotchet, quaver, semi-quaver, 8th notes, 16th notes, gamelan, ostinato, perform, control, audience. |

| **Support for SEN/disadvantaged children.** | **Support for more able pupils.** |
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| 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. | More able musicians can be given access to some of the more specialist instruments available in our school (keyboards, piano, drum kit) and have the opportunity to join one of our ensembles. They can also bring in their own instruments when taking part in class compositions and performances. |

**How does Music contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:**

- 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.
- 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.
- 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.
- 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.

**How does History contribute to the Spiritual Development of children?**

Through Music, we encourage children to express themselves by playing instruments and singing together. They have opportunities to reflect on their own thoughts and feelings in response to different types of music. We inspire children to shine artistically through performing and composing. Pupils experience the joy of performing together and the feeling of connection when a good performance all comes together.