



Our Music curriculum is ambitiously constructed to engage, inspire, challenge and develop a sense of creative freedom for our children.

A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical repertoire.



BIG IDEAS

Our children will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices to create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology and have opportunities to achieve musical excellence
- understand and explore how music is created and produced including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We recognise the important role that music can have in helping to broaden the human mind and increase the chances of future academic success for our children as rounded individuals.



CONTENT & SEQUENCING

Our curriculum for Music is sequenced to build on previous learning and reinforce key skills and knowledge. The content is deliberately chosen to foster and develop an appreciation of what constitutes quality music and the substantial contribution that music has made throughout human history.

- **EYFS** – Developing our singing voices, our ability to follow a tune and find a beat and have the freedom to experiment and explore.
Pitch and dynamics – Call and response, learning and repetition of nursery rhymes.
Tempo – Exploring the beat using percussion instruments and our bodies during inside and outside learning.
Key Stage 1 – Compositional project based studies focused on traditional stories, folk music and the classical era. (Mozart, Beethoven and Haydn.)
Notation – Introduction to pictorial finger charts leading to musical notation and exploration of a pentatonic scale.
- **Key Stage 2** – Deeper project based studies in the form of composition, performance and listening, focused on key themes and periods throughout history, nationally and globally.
Society – Exploring the history of minorities and how they communicated their thoughts and feelings. (Rap, Pop, Blues.)
History – Looking at how historical structures and ideas have influenced modern day music.
Leisure – Exploring how powerful and influential music can be through leisure time activities.
Global culture – Exploring how other countries/cultures use music in their everyday lives. (African drumming and Hatsiasia, Brazilian Samba, Japanese Sakura and Indonesian Gamelan.)



DIRECT INSTRUCTION

- High quality examples of music are used as stimuli.
- Lessons are led by teachers (or suitably competent adults) with **learning focussed**, progressive activity.
- Feedback is predominantly 'in the moment' and explicit.



RETRIEVAL PRACTISE

- "Can you still...?" tasks are systematically included in teaching sequences including the elements of music, the composers and eras and cultural features.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Organising developing and connecting big ideas, through composition, performance and listening skills.
- End of unit performances and evaluations, include responses to key questions.



SUPPORT

- Everyone has equitable access to units of work.
- Structured questions are used to support children's progress.
- Quality, guided instruction and explicit modelling are used for all.



Cultural Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

Music	Children's learning will include: compositional and performance work using a range of instruments, listening tasks, the history of music and the study of significant musicians and composers over time, as relevant to each unit. Outcomes will focus on creating a composition or performance of final pieces to an audience. (Live and pre-recorded.)							
	<p>Key Themes Performance Composition Instrument Emotion Dimensions Notation</p> <p>All key themes will be discussed, explicitly taught and practised in all planned units from KS1 onwards.</p>	<p>*Nursery rhymes with a focus on singing and repetition. *Exploration of sound indoors and outside.</p>	<p>*Singing well known nursery rhymes and maths songs with confidence. *Exploration of sound inside and outside through use of percussion. *Exploration of finding the beat using our bodies and percussion.</p>	<p>*Music to traditional stories- uses compositional skills *Folk music *Classical music, with a focus on composers- uses Listening skills – Mozart and Beethoven *Learning to play a tuned musical instrument and begin to follow musical notation- Ocarinas</p>	<p>*Compose music for well-known nursery rhymes and traditional stories in small groups. Think about effects created through instrument choice etc. *A look at the society around the classical period and how influential famous composers were during this period. Focus on Haydn. *Pentatonic scale work and compositions on xylophones and keyboards. Children begin to learn correct notation for treble clef on a keyboard. *Ocarinas</p>	<p>* Rap music and link to English with the important messages conveyed through rap music. *Film music, with a focus on the composer John Williams. (Focus listening skills and orchestral instruments) *Romantic period and where it fits in to the musical timeline. (History and listening skills) *Compositional work and an introduction to musical notation.</p>	<p>*Take a look at today's pop culture and popular music. Link to poetry and English. (Explain many musicians use their own lives for inspiration.) *Famous musicals and singers. Look back in time to people like Judy Garland and popular musicals of today. E.g. The Sound of Music, The Wizard of Oz to High School Musical and The Greatest Showman. *Continuing development of composition work and notation work. Introduce singers to composition groups.</p>	<p>*Blues music with focus on how it originated. *African drumming with a focus on beats, rhythm and syncopation *Samba music with a focus on Brazil and instruments used. *Pachelbel and rap music looking at the Baroque style and how different styles of music can be mixed and combined.</p>
	<p>Musical Style: Traditional children's songs.</p> <p>Composers and performers:</p>	<p>Musical Style: Traditional children's songs.</p> <p>Composers and performers:</p>	<p>Musical Style: Folk music Classical era</p> <p>Composers and performers: Mozart Beethoven Kate Rusby</p>	<p>Musical Style: Pentatonic music Classical era</p> <p>Composers and performers: Haydn Debussy</p>	<p>Musical Style: Rap music Film music Romantic era</p> <p>Composers and performers: John Williams Piotr Ilyich Tchaikovsky Frédéric Chopin Clara Schumann</p>	<p>Musical Style: Popular music Musicals</p> <p>Composers and performers: Popular pop artists Rodgers and Hammerstein Herbert Stothart David Nessim Lawrence Joseph Trapanese and John Debney. Andrew Lloyd Webber</p>	<p>Musical Style: Blues music African drumming Samba Fusion (Baroque/pop)</p> <p>Composers and performers: Bessie Smith Eric Clapton Robert Johnson Kakatsitsi Master Drummers Pachelbel Coolio Rapper David</p>	<p>Musical Style: Traditional African music Japanese music Indonesian Gamelan Guitar lessons and keyboard lessons</p> <p>Composers and performers: Hatsiasia performers Japanese Sakura performers Indonesian Gamelan performers</p>



MUSIC AT THONGSLEY FIELDS

Growing hearts and minds through cultural development.

Additional Opportunities Key Themes Performance Instrument	The school also provides a range of additional opportunities for musical exploration and tuition including: Theatrical productions at Christmas (EYFS, Years 1-2) and in the Summer (Years 5-6)						
	Rock Steady Band	Singing Lessons	Piano Lessons	Wind Instruments	Stringed Instruments	Brass Instruments	Percussion Instruments
	Weekly peripatetic teaching	Weekly choir and concert performances	Weekly peripatetic teaching				As part of Rock Steady Band



Skill Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Composition Structures, instrumentation, ensemble skills, individual skills, elements of music and feedback.	<ul style="list-style-type: none"> Experiment with pitch, dynamics and tempo. Explore working as part of an ensemble. Explore sounds as a soloist. 	<ul style="list-style-type: none"> Theme and variation Suitable percussive instrumentation to accompany a story. Pitch, dynamics and tempo. Explore melody through a pentatonic scale. 	<ul style="list-style-type: none"> Verse and chorus. Suitable percussive and tuned instruments. Tempo, pitch, dynamics and texture. A strong focus on the difference between the beat and the rhythm. 	<ul style="list-style-type: none"> 12 bar Blues structure, Rondo form, Call and Response. Keyboard and guitar skills. Tempo, pitch, dynamics, texture, rhythm, melody. Exploring composition for two percussive groups within a piece. 				
Listening and analysis Identifying instruments, identifying elements of music, and the effects they create, Identifying genre and era	<ul style="list-style-type: none"> Explore why a composer has chosen to write a piece with a particular tempo and dynamics. Decide whether a piece is happy or sad. 	<ul style="list-style-type: none"> Exploration of the orchestral instruments. Identifying changes in tempo and dynamics. Exploration of why composers change elements within pieces of music. Identifying the beat. Making comparisons between classical composers. 	<ul style="list-style-type: none"> Identifying orchestral instruments. Identifying changes in pitch, dynamics and tempo and think about the impact. Identify the beat and use the word rhythm correctly. Explore how music from the past has influenced modern. 	<ul style="list-style-type: none"> Exploring instruments of the world. Identify how the elements of music create a mood. Use major and minor as part of their vocabulary. Begin to identify individual genres, through use of instrumentation. Begin to recognise where chords or a baseline is used. 				
Performance Ensemble skills, solo skills, application of elements of music, confidence and performance/audience skills	<ul style="list-style-type: none"> Experiment with pitch, dynamics and tempo. Explore working as part of an ensemble. Explore sounds as a soloist. Express their personal opinion. Begin to make changes for improvement. 	<ul style="list-style-type: none"> Following a conductor. Exploring their role within an ensemble. (Knowing when to play.) Exploring how to play their chosen instrument for a purpose. Performing with some change of dynamics and tempo. Being a part of a supportive audience and ensemble player. Having the confidence to perform in front of their peers either as a soloist or part of an ensemble. 	<ul style="list-style-type: none"> Following a conductor. To know their role within an ensemble. Exploring how to play tuned instrument for a purpose. Choosing the correct timbre for a particular effect. Performing with changes in dynamics, pitch and tempo. Being a part of a supportive audience and ensemble player. Having the confidence to perform in front of their peers either as a soloist or part of an ensemble. 	<ul style="list-style-type: none"> Following and taking the role of a conductor. To take lead roles within an ensemble. Using their understanding of percussion, keyboard and guitar skills in a range of performances. Enhancing performances with a variety of elements of music. Being a part of a supportive audience and ensemble player. Having the confidence to perform in front of their peers either as a soloist or part of an ensemble. 				
Notation Informal and formal notation and graphic scores.	<ul style="list-style-type: none"> Aural skills in the form of Call and Response. 	<ul style="list-style-type: none"> Using words to play and identify rhythms. Using letter names to perform pieces on glockenspiels and xylophones. Graphic notation and introduction to stave notation through ocarina music. 	<ul style="list-style-type: none"> Start to identify the c major scale on a stave and how it relates to the keys on a piano, glockenspiel and xylophone. Understand what the treble clef, sharps and flats means. To be able to play c, f and g chords. 	<ul style="list-style-type: none"> Identify the c major scale in the bass clef and how it relates to the keys on a piano, glockenspiel and xylophone. Understand what the bass clef means. Understand chord symbols. Explore graphic scores. 				