Willow Primary Academy

Music Curriculum



*“*With music, one’s whole future life is brightened.*” –* Zoltan Kodaly

**INTENT**

The intent of the music curriculum at Willow Primary Academy is to inspire a passion for creativity and a love of music. Every child is entitled to a high-quality music education that gives them the opportunity to learn to read music, play a variety of musical instruments, listen and watch high quality live music performances, compose their own music and perform to family and peers in and outside of school.

Our music curriculum will give students the opportunity to:

* Develop a thorough understanding of music, through performing, composing, listening and analysing.
* Develop self-confidence through performance.
* Encourage creativity through composition skills.
* Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives.
* Encourage personal development through ensemble performances and group compositions.
* Understand how music can support the development of life skills, such as confidence, self awareness, perseverance and discipline and provide a holistic experience that they can take beyond their musical studies.
* Develop their cross-curricular skills of problem solving, perseverance, diligence, team work, time management, organisation, responsibility and cultural history.
* Gain a sense of achievement through performance.

**IMPLEMENTATION**

**Delivery**

* Teachers plan using BBC Ten Pieces including ‘Bring the Noise’ for EYFS and KS1.
* Teachers map out learning using planning tool on Cornerstones Maestro.
* Unit outcomes and suggested content enable good planning and progression.
* Assessment takes place during learning to address misconceptions, identify strengths and gaps and inform next steps.
* A range of classical music genres are covered from Y1-6.
* Cross-curricular links are used whenever possible, i.e. Literacy, Art and Dance.
* Music is also covered in singing assemblies, concerts and musical performances.

**Progression**

* The Music curriculum is designed to progressively develop the children’s skills in music from Reception through to year 6.
* This is done through classroom lessons, singing assemblies, the learning of instruments, extra-curricular clubs and performance opportunities.
* Each unit has clear overview outlining key concepts, knowledge, skills and vocabulary to be taught and evaluated to measure impact.
* Teacher plan individual lessons using overviews.
* Adaptive teaching is used to enable every pupil to meet the learning objective, e.g. adult support, scaffolding, peer work.
* In EYFS, one song is studied in-depth each half term, focusing on listening and responding to music using movement, mark-making and discussion. They begin to develop their singing voices and enjoy a vast range of nursery rhymes and songs.
* In KS1, pupils move on to studying classical pieces of music alongside songs and begin to develop an understanding of musical terms such as rhythm, pulse and dynamics. They begin to compose and improvise, listen and appraise and perform to an audience.
* In KS2, pupils study one classical piece of music per term and broaden their skills into reading and writing music using graphic notation before progressing onto standard notation. KS2 pupils learn to play an instrument, further develop their singing voices and compose and improvise using harmonies that complement the melody.
* The elements of music are taught throughout their music education so that children can use the language of music to discuss it and understand how it is made, played, appreciated and analysed.
* Children will also develop an understanding of music from different cultures and countries as well as music from different historical contexts.

**IMPACT**

The music curriculum at Willow Primary Academy aims to instil a passion for creativity, through appreciating a wide range of music, singing, composing, improvising, playing an instrument and performing. The fundamental skills that children will develop from the moment they sing their first song in Reception to their final performance in Year 6 include a development of their language and reasoning, a mastery of memorisation, increased coordination, emotional development, pattern recognition, fine-tuned auditory skills, imagination and intellectual curiosity, discipline, resilience, creative thinking, independence, teamwork, world awareness and self-confidence.

Children will be able to enjoy music, in as many ways as they choose- either as a listener, creator or performer. They will be given the best opportunities to forge their own musical journeys, which allows them to discover areas of strength as well as areas they might like to improve on. Our children at Willow Primary Academy will have the necessary skills to develop their passion for music in secondary school and later life.

**Long Term Plan – 2022 – 23**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Music** | **Autumn** | | **Spring** | | **Summer** | |
| **EYFS** | BBC Ten Pieces – Bring the Noise Theme | BBC Ten Pieces – Gathered round the Christmas tree | BBC Ten Pieces – When the Cold wind blows | BBC Ten Pieces – Happy | BBC Ten Pieces – I am a Robot | BBC Ten Pieces- Summertime |
| **Focus** | **Careful listening, Body percussion, Dynamics, Rhythm, Understanding silence** | **Careful listening, Melody, Pulse, Dynamics** | **Careful listening, Melody, Tempo, Dynamics, Duration** | **Careful listening, Melody, Pulse, Pitch, Tempo, Dynamics** | **Careful listening, Melody, Pulse, Rhythm** | **Careful listening, Pitch, Pulse, Playing as an Ensemble** |
| **Year 1** | BBC Ten Pieces – Anything  BBC Ten Pieces – Be in a Band | | BBC Ten Pieces – When the Cold Wind Blows  BBC Ten Pieces – Mars from The Planets – Gustav Holst (20th Century) | | BBC Ten Pieces – I am a Robot  BBC Ten Pieces – The Lark Ascending - Vaughan Williams (20th Century) | |
| **Focus** | **1. Careful Listening, Melody, Pulse, Rhythm, Voice as an instrument**  **2. Careful Listening, Melody, Composition, Pulse, Rhythm, Tempo, Playing as an ensemble** | | **1. Careful Listening, Melody, Composition, Pulse, Rhythm, Playing as an ensemble**  **2. Careful Listening, Duration, Pulse, Rhythm, Dynamics, Composition, Graphic Notation** | | **1. Careful Listening, Body Percussion, Pulse, Rhythm, Composition, Voice as an instrument**  **2. Careful listening, Pitch, Melody, Dynamics, Tempo, Writing lyrics, Composition** | |
| **Year 2** | BBC Ten Pieces – Take You Home  BBC Ten Pieces – Spooky World | | BBC Ten Pieces – Far BBC Ten Pieces - Jean Sibelius – Finlandia (Romantic) | | BBC Ten Pieces – Yolanda’s Band Jam: Funky Elephant Walk BBC Ten Pieces - Kerry Andrew - No Place Like (21st) | |
| **Focus** | **1. Careful Listening, Melody, Body Percussion, Rhythm, Pitch, Composition, Play as an ensemble**  **2. Careful Listening, Playing as an ensemble, Pulse, Rhythm, Graphic notation** | | **1. Careful Listening, Melody, Body percussion, Pulse, Rhythm, Pitch, Voice as an instrument** **2. Careful Listening, Dynamics, body percussion, Graphic notation, Pulse, Playing as an ensemble** | | **1. Careful Listening, Pulse, Rhythm, Tempo, Composition** **2. Careful listening, Conducting, Composition, Writing lyrics, Rhythm, body percussion** | |
| **Year 3** | BBC Ten Pieces – Edward Elgar - ‘Enigma’ Variations – Theme (‘Enigma’) (Romantic) | | BBC Ten Pieces – Horn Concerto Number 4 – 3rd movement – Mozart (Classical) | | BBC Ten Pieces – Carmina Burana – Carl Orff  (20th Century) | |
| **Focus** | **Careful listening, Rhythm, Dynamics, Melody, Timbre, Composition, Graphic Notation, Play as an ensemble** | | **Careful listening, Structure/form, Melody, Tempo, Timbre, Composition, Play as an ensemble** | | **Careful listening, Pulse, Dynamics, Tempo, Timbre, Play as an ensemble, Composition** | |
| **Year 4** | BBC Ten Pieces - Antonín Dvořák - Symphony No. 9 in E minor, 'From the New World’(Romantic)  **Recorders** | | BBC Ten Pieces – Symphony No. 5 – Beethoven (Classical)  **Recorders** | | BBC Ten Pieces – In the Hall of the Mountain King from ‘Peer Gynt – Grieg (20th Century)  **Recorders** | |
| **Focus** | **Careful listening, Texture, Dynamics, Tempo, Timbre, Composition, Graphic notation, Harmony, Play as an ensemble** | | **Careful listening, Melody, Graphic Notation, Rhythm, Timbre, Structure/form, Composition, Play as an ensemble** | | **Careful listening, Pulse, Melody, Composition, Tempo, Timbre, Dynamics, Notation, Play as an ensemble** | |
| **Year 5** | BBC Ten Pieces - Johann Sebastian Bach - Toccata and Fugue in D minor (Baroque) | | BBC Ten Pieces – Johannes Brahms – Hungarian Dance No.5 (Romantic) | | BBC Ten Pieces – Connect It – Anna Meredith  (21st Century) | |
| **Focus** | **Careful listening, Structure, Melody, Timbre, Dynamics, Composition, Notation, Play as an ensemble** | | **Careful listening, Pulse, Rhythm (off-beat), Tempo, Timbre, Composition/body percussion, Notation, Play as an ensemble** | | **Careful listening, Rhythm, Pulse, Tempo, Body percussion, Composition, Notation, Play as an ensemble** | |
| **Year 6** | BBC Ten Pieces - The Nutcracker – Waltz of the Flowers; Russian Dance– Tchaikovsky (Romantic) | | BBC Ten Pieces - Richard Wagner - ‘Ride of the Valkyries’ (Romantic) | | BBC Ten Pieces – Overture – Grazyna Bacewicz (21st Century) | |
| **Focus** | **Careful Listening, Melody, Rhythm, Dynamics, Timbre, Structure/Form, Play as an ensemble, Staff Notation** | | **Careful listening, Melody, Texture, Tempo, Timbre, Composition, Staff notation, Play as an ensemble** | | **Careful listening, Rhythm, Composition, Melody, Timbre, Graphic/Staff Notation, Play as an ensemble** | |

**COVERAGE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year group** | **Listening** | **Performing** | **Composing** | **Pulse and Rhythm** | **Pitch and melody** | **Timbre** | **Dynamics** | **Structure/form** | **Texture and Harmony** | **Tempo and Duration** | **Notation** |
| **EYFS** | 6 | 6 | 6 | 5 | 4 |  | 4 |  |  |  |  |
| **1** | 6 | 3 | 5 | 5 | 4 |  | 2 |  |  | 2 |  |
| **2** | 6 | 3 | 3 | 6 | 4 |  | 1 |  |  | 1 | 1 |
| **3** | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 |  | 2 | 1 |
| **4** | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 3 |
| **5** | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 1 |  | 2 | 3 |
| **6** | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 1 | 3 |