

## Curriculum Big Picture for Subjects

(to be used with subject overview)

School	Victoria Park Academy
Subject	Music

What are the Big Concepts and Ideas that we want children to learn about in this subject through their education?

<ol style="list-style-type: none"> <li>1. Children understand that when being a Musician the process of exploring ideas, starting points, techniques, media and notation are as valuable as creating the final outcome and if sharing with an audience.</li> <li>2. Children can critique and evaluate their own and others work using technical and Musical language and improve their work as a result.</li> <li>3. Children have knowledge of different styles and genres of Music and of the work of different artists.</li> <li>4. In each year group, pupils develop skills and techniques in the areas of singing, playing and performing, creating and composing, listen to, review and evaluate and notation.</li> </ol>
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How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Children can sing simple chants and song and perform them in front of others.</li> <li>• Children can name simple instruments and use simple Musical terminology to describe whether they are strummed, blown, tapped or played.</li> <li>• Children explore how Music makes them feel and how different instruments sound in Musical pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify simple Musical symbols and attempt to use techniques when playing themselves.</li> <li>• Children are able to try to play tuned and untuned instruments, following timings; i.e, everyone play 4 together.</li> <li>• Children can identify different artists and recognise their Musical trends.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to use technical language and Musical terminology when evaluating their own and others work</li> <li>• Children become more complex and accurate when playing an instrument, singing or performing,</li> <li>• Children can evaluate and identify Musical genres or artists and use ideas in their own pieces.</li> </ul>

**WHY** do children learn what they are learning in each year and term?

	Autumn	Spring	Summer
Reception	<p>Children learn the names of simple instruments and match them to images or instruments they can really see. The children can identify colours linking to Art, sizes of instruments linking to Maths, and what the instruments are made linked to Design Technology.</p> <p>They name and label all instruments, describing and identifying them before they will start to listen to and play so that they become familiar with where particular sounds are coming from. Children name the instruments by listening to pieces of music and explore the sounds, thinking about how to recognise their sounds. They listen to songs and play games finding the requested instruments. They do this promptly after learning instrument names so that they become more aware of the sounds of instruments, and will later help them when identifying genre of music and the effects/techniques used.</p> <p>Using untuned percussion the children copy sounds or beats. This links with Maths</p>	<p>Children pull apart songs and start looking at elements such as pitch – high, low, up, down. They start this in Spring because too many musical elements would overload their thinking.</p> <p>Children perform songs with movements, this helps them learn any hard terminology- it also helps with Jolly Phonics and remembering initial sounds when reading. Small games are used where the children have to sing in turns, changing voice expressions, dynamics or tempo. The children learn how to stop and listen, when to take their turn and when to play fairly linking to their social skills.</p> <p>Call and response activities prepare children for when playing or performing in bigger groups.</p>	<p>By later in the year, children should have become more accustomed to listening to music, so here we move to sensory sounds, so that children will associate sounds to their mood. Children will have the opportunity to explore different cultural music and link it to different countries. They will recognise that African Music is heavily drum based where as certain instruments such as the Bagpipes comes from Scotland. This will later link when learning about Music based around the different continents in year 1.</p> <p>The children have a Musical Parade in the summer term. They will make musical instruments for the parade, they will need to consider which materials are best fit and how to use them to imitate sounds of real instruments. They will need to think about when to play and when not to play and how to fit around with others.</p> <p>Children will learn songs to do with more complex stories that they have been learning which will help them with remembering key events in stories and</p>

	<p>and counting how many times to play. It helps with motor skills and how to correctly hold instruments. Children will sing rhymes or traditional tales which this will help them when putting stories of their own together, songs that tell stories (head, shoulders, knees or toes). The children tend to absorb and learn facts and stories through the use of songs and relates to all areas of learning in the EYFS stage where often learning takes place through rhymes and songs as well as repetition.</p>		<p>they can use these ideas when creating their own stories.</p>
Year 1	<p>Continuing from EYFS the children will delve further into cultural music. They will look at countries further afield and look at their instruments, which may be more unusual than they have been exposed to in EYFS. We relate music to their Geography learning such as through 'The Geography song' which helps children to remember the names of the continent and where it is on the map and where it is in comparison to where we live.</p> <p>Children will build on their work in EYFS by using untuned percussion instruments when listening and imitating cultural music. The imitation is a progression from EYFS as they will need to listen well in order to repeat correct musical patterns.</p>	<p>It can be a hard concept to realise that music is made by individual or groups of people which is why this is introduced in Year 1. By starting in Autumn term by recapping instruments, by Spring term we can connect pupils to the fact those instruments are played by individuals who are skilled musicians, some of which are famous and considered to be musical heroes (linked thematically to their challenge pack).</p> <p>Children further to integrate the two skills of imitation and using the untuned percussion. They will create their own imitation pieces based on noises we recognise and theme tunes that we recognise to superheroes. This will then fit with their NICER challenge pack and allow them to progress their ability to play patterns, instruments and have a purpose to the sounds they are creating.</p>	<p>Summer term music lends itself easily to the year 1 challenge pack. It focuses on songs around the seaside which exposes the children to suitable and current vocabulary. It also tells of environment at the seaside and types of activities that happen at the seaside. Songs will help when create writing tasks. They will also look at why some parts of the song are better sang as a group and why some parts are better performed by higher pitched voices.</p> <p>The children start to identify pulse in Music and start to consider why it is so important. They need to be exposed to different types of Music by this point hence why it is not covered till the Summer term.</p>
Year 2	<p>The children will learn the song London's Burning in canon relating to their challenge pack. The reason we teach the canon technique here is because the children will have been exposed to simple singing techniques and warm ups in previous years, they will then be able to apply this canon technique, and focus on singing in a part rather than just individually or in a group as they have in Year 1.</p> <p>Here we also introduce the recorder, progressing on from untuned percussion. The children will need to think about number positions with their fingers and patterns of notes. They will learn how to play in groups- stopping and starting appropriately. They will also learn how to look after the equipment and hygiene. We start teaching recorders at year two as they are moving from exploration to coordinating their fingers to play a recorder. We do not wait until later so children can realise that it is an Art form how to play an instrument and it takes time, practice and progress and they have the whole year to do so.</p>	<p>Children look at country Music and recognise how it sounds. They will be able to pick out Country and Weston music from a selection of sounds and recognise where this music is played or performed. They will recognise a traditional barn dance sound and will have a go at barn dance themselves.</p> <p>Now familiar with a range of instruments, they can explore more unusual instruments and what they look and sound like; a banjo or a comb and paper and they explore how these instruments are played and have ago themselves. The children then move onto the harmonicas, then will identify the 10 holes as different sounding notes and how to hold the harmonica. They will consider how to blow on the instrument. We chose the harmonica here as parents can access buying these and using these at home.</p> <p>Nearing the end of the topic the children will look into beat, rhyme and pulse and different styles of drumming. They will get the opportunity to explore rhythm and pulse and what they look like. They will have touched upon on pulse in the earlier years so we explore it further and look at how it intertwines with rhythm and beat.</p>	<p>The children will learn to sing Let's go fly a kite. They will pull apart the lyrics. The lyrics will help with vocabulary based on their challenge pack.</p> <p>The children will then move onto the keyboards. They will need to learn the basics to the keyboard, what the notes are, how to play the correct songs notes. It will be a single melody on the keyboards. They will be able to use their awareness of stopping and starting and listening skills. We study the keyboards here as learning the keyboard would be too much for pupils to learn in the Autumn term, which is why they start with the recorder. They start to understand that instruments play a series of melodies and they need to sound good to the ear.</p>
Year 3	<p>Children progress their musical learning further by listening and singing cultural music e.g. African Jambon. They will sing songs in different languages from around the world- this fits well at Christmas time when singing songs from around the world. These skills will help towards techniques used in songs; chanting, repetition, sounds and canons, changing lyrics to songs.</p>	<p>The children look at music in the Stone Age period, exploring what instruments they had and have they differ to today's. The children study the different instruments here as they would be familiar with common instruments from previous years and now they have the ability to take these and think about how they have evolved.</p>	<p>The children will look at charity songs and what they need to be successful, showing how some songs have a purpose. They will listen to previous examples and imitate and change into their own ideas. This will cross over with their NICER work and English work when thinking about vocabulary and information needed to make the songs strong. This will then be the right time for them to focus on the</p>

	<p>The children then look at Pan pipes music and their Ancient Greek origin. They will learn to play songs on the Panpipes and create a Christmas CD with their songs played and the songs to sell or give to parents as presents. The panpipes are introduced here as they fit with the challenge pack really well. The panpipe is suitable for Year 3 as the children have been exposed to straight forward instruments such as the recorder in year 2. The panpipe has a harder technique that they need to consider, such as how many holes, how to hold the instrument, hygiene and blowing technique.</p>	<p>Later in the unit the children start on music theory including staves, crotchets, quavers, clapping timings and the treble clef, the value of notes and how they sound on different instruments and how and when we would know when to use them. This is the right time to start looking at this as children have done a lot of exploration on instruments and will be able to build on this to understand why a note is played where we do, and why we play some longer than others.</p>	<p>elements it takes to create their own pieces.</p> <p>The children will progress on the keyboards further (from Year 2) and learn about sound effects and small ostinatos that could be used in their songs. The children will explore with different instruments and sounds to improve their pieces. The children will already have basic knowledge of the functions and how to play simple melodies on the keyboard and the notes which is why it is covered here.</p>
Year 4	<p>The children will explore and recognise music to exercise to. Children will delve deeper into styles and range of music, electronic music versus traditional music- they will assess and generate their opinions by justification, explaining this with musical aspects. While looking at the most suitable music the children consider the dimensions of music- they pull apart pieces and recognise; pitch, duration, dynamics, tempo, timbre, texture, structure and the importance of silence. They have in previous years looked at 3 elements but now this is the time to start studying most of the Musical elements.</p>	<p>Based on the challenge pack, the children will look at Mayan music, what instruments they can hear and the purpose of Mayan music- when it is used. The children will put together pieces which tell a story, using call and response and will focus on one of the events the Music is used for. This fits perfectly with their English focus and they can look closely at special events in Mayan culture. The children will have already studied the relevant elements in Autumn term and will understand call and response from KS1.</p> <p>The children will then be using their knowledge of last year about notation, revise and compose using crotchets and quavers in pieces of their own. This is the time for them to utilise the skills covered.</p>	<p>The children will use music for purpose for advertising singles for product designs. This progresses from last summer when they looked at music for charity purpose- this use of music looks at the purpose of sales. They will consider ostinatos – musical sentences, take into consideration audience, stimulus and purpose and song structure. The children cover advertising writing in English which fits nicely in this Summer term. The children will have already in previous years used untuned percussion, recorders, cultural instruments, unusual instruments and keyboards so that they can use and introduce them into their pieces.</p>
Year 5	<p>Children will look continue to look at music with purpose and how it can be used to communicate messages. In their learning, there is a cross over into English where the children create their own songs based on Earth awareness and fits with their challenge pack where they look at global awareness and issues. They look at language choices and meaning in songs which is why they study it in year 5 as they are emotionally ready to look at such issues.</p> <p>The children will begin to learn the principles of the guitar, the strings, the names of the strings, how to hold a guitar and tune a guitar, basic upkeep and strumming. The reason for the guitar being studied here is being taught as a whole class the children need to be emotionally older to understand the care of a guitar, the fundamentals behind maintenance, tuning and turn taking. The children work in pairs supporting each other with the chords. The children's fingers need to be much longer to hit some chords. The children can however attend guitar club at a younger age but the teaching and absorption of the learning will be easier the smaller the tuition size.</p>	<p>Again, looking at purposeful music, children will study sound track music, pieces such as the work of John Williams in his ET soundtrack and compare to the Star Wars composition. Both pieces are 'space related' to tie into their challenge pack. children will be taught how to use Garage band in order to produce their own Space pieces. John William's pieces are quite advanced which is why we study them at this stage. The children will have already been exposed to instruments, Musical elements and ICT based apps.</p> <p>The children will continue with the guitars, trialling chords to simple songs that they can play to. They will continue through the terms to help with progression and absorption and exposure to the instrument.</p>	<p>With the driver for this challenge pack being history, children will be looking at Music through time – tension and drum beats before an invasion and how they can recreate these. The children will need to do extensive research into invasions based on their challenge packs. We would look closely at formations of invasions and where the drummers were based, what types of drums were used and the type of sound- is it a series of loud intermittent whacks or smaller intense taps.</p>
Year 6	<p>With the focus of this challenge pack being WW2 children will look at songs relating to war. The children's overall goal is to sing at the local old people's home. They will be singing war songs (D-Day) They will look at the complexity of singing. The children will sing throughout the year so when they get to Year 6 they will need to consider techniques.</p>	<p>The children will now move their progression on the keyboards on playing pieces by reading musical manuscript. They will have studied and identified the functions of how to play and use the keyboard in previous years. They then use these skills to compose soundtracks the their very own Spiderwick chronicles in English. They will need to consider, time</p>	<p>The children will use all the skills they have picked up over the years to perform an exciting, interesting year 6 leaving performance. They will consider singing, stage presence, live instruments and effective performance to be able to execute their production effectively.</p>

	<p>Singing is the focus of this term to also tie in with preparing to sing at the Young Voices concert. They will therefore need to spend time learning the songs, actions and dance routines, with Year 6 taking this on because they are older and more responsible for such a late in the evening trip. They can use their singing skills from the WW projects to support them.</p>	<p>signatures, beats per bar, intensity, melodies, octave changes.</p>	
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