



NORTHWOOD ACADEMY CURRICULUM – MUSIC

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. 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 canon [National Curriculum 2014].

INTENT - overview

Essential learning objectives

- **to perform**
- **to compose**
- **to transcribe**
- **to describe music**

INTENT – further details

Further details – features of being a musician

- They have a musical understanding, aided by high levels of aural perception, internalising, and knowledge of music and technical experience.
- They have a passion for a wide range of musical activities.
- They have a ever increasing repertoire which they can use to create original and imaginative compositions.
- They have a very good awareness and appreciation of musical traditions and genres.
- They have an ability to explain music, using musical terms effectively.
- They have an understanding of how historical, social and cultural events have contributed to the diversity of musical styles.

INTENT - aims

The National Curriculum for **music** aims to ensure that all pupils:

- **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** appropriately and have the opportunity to progress to the **next level of musical excellence**
- **understand** and **explore** how music is **created, produced** and **communicated**, including through the inter-related dimensions: *pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*



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IMPLEMENTATIONS YEARS 1 & 2 – *aims*

National Curriculum:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

IMPLEMENTATIONS YEARS 1 & 2 – *further details*

YEARS 1 & 2	
<ul style="list-style-type: none"> • to perform 	<ul style="list-style-type: none"> • Take part in singing, following the melody accurately • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds – voice and instruments. • Imitate changes in pitch.
<ul style="list-style-type: none"> • to compose 	<ul style="list-style-type: none"> • Create a series of long and short sounds. • Clap rhythms. • Create a mixture of different sounds – loud, quiet, long & short. • Choose sounds to create an effect. • Sequence sounds to create an effect. • Create short musical patterns. • Create short rhythmic phrases.
<ul style="list-style-type: none"> • to transcribe 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance
<ul style="list-style-type: none"> • to describe music 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.



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IMPLEMENTATIONS KS2 – *aims*

National Curriculum:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

IMPLEMENTATIONS YEARS 3 & 4 – *further details*

<ul style="list-style-type: none"> • to perform 	<ul style="list-style-type: none"> • Sing from memory in accurate pitch and in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of their voice. • Play notes on an instrument with care. • Perform with control with an awareness of others.
<ul style="list-style-type: none"> • to compose 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.
<ul style="list-style-type: none"> • to transcribe 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play or rest. • Recognise the notes EBGDF and FACE on the musical staff. • Recognise the symbols for a <i>minim</i>, <i>crochet</i> and <i>semi-breve</i> and say how many beats they represent.
<ul style="list-style-type: none"> • to describe music 	<ul style="list-style-type: none"> • Use the terms: <i>duration</i>, <i>timbre</i>, <i>pitch</i>, <i>beat</i>, <i>tempo</i>, <i>texture</i>, and use silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.



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IMPLEMENTATIONS KS2 – *aims*

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Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

IMPLEMENTATIONS YEARS 5 & 6 – *further details*

<ul style="list-style-type: none"> • to perform 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part in a round. • Sing a harmony confidently. • Sustain a drone or melodic ostinato to accompany singing. • Perform with controlled breathing [voice], and skilful playing.
<ul style="list-style-type: none"> • to compose 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre. • Combine a variety of musical devices inc. melody, rhythm and chords. • Use drones and melodic ostinato based on the pentatonic scale. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine music.
<ul style="list-style-type: none"> • to transcribe 	<ul style="list-style-type: none"> • Use the standard musical notation of the <i>crotchet</i>, <i>minim</i> and <i>semibreve</i> to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them. • Understand the use of the # sharp and the <i>b</i> flat symbols. • Use and understand simple time signatures.
<ul style="list-style-type: none"> • to describe music 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music, including <i>pitch</i>, <i>dynamics</i>, <i>tempo</i>, <i>timbre</i>, <i>texture</i>, <i>lyrics</i>, <i>melody</i>, <i>solo</i>, <i>rounds</i>, <i>harmonies</i>, <i>accompaniments</i>, <i>drones</i>, <i>cyclic patterns</i>, <i>combination of musical elements</i>, <i>cultural context</i>. <i>Describe how lyrics reflect the cultural context of music.</i>



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IMPLEMENTATIONS – *other opportunities*

- CARNIVAL
- MARDI GRAS
- TRIPS TO LOCAL AND MAINLAND THEATRES
- MUSICAL TALENT SHOW – singing and/or playing an instrument.
- SINGING WITH LOCAL MUSICIANS, CHOIRS,
- PERFORMING AT LOCAL EVENTS AND PLACES

IMPACT