



Broom Leys Primary School

Music

Intent

At Broom Leys Primary School, we promote and support music as an entitlement for all children. We encourage the enjoyment of, and a positive attitude towards music, and facilitate the acquisition of knowledge, skills and understanding in singing, performing, composing, improvising and listening, through a carefully designed curriculum which builds on prior knowledge and skills and is influenced by the Model Music Curriculum. We value and encourage creativity, provide opportunities to explore music of different times, places and cultures, provide all children with the opportunity to learn a musical instrument during their time at Broom Leys and develop their singing skills through regular singing opportunities. We also recognise ways in which technology may be both incorporated into, and developed by, the music curriculum and used to enhance musical understanding.

Our intent is that children will leave Broom Leys...

- **with a love of music;**
- **with an awareness and appreciation of a wide range of music from different times, genres and cultures, enriched through personal experience;**
- **with the skills and confidence to compose and perform music individually and with others, using voices and instruments and applying their understanding of pulse, rhythm, pitch, timbre, dynamics, texture, melody, harmony and notation;**
- **with the skills to listen to and evaluate music critically using appropriate terminology;**
- **with an awareness of how music can be used to express and communicate.**

- Across each school year, children will have opportunities to perform (sing and play), compose, listen to and analyse music.
- Children will develop an understanding of the inter-related dimensions of music and develop the ability to use this understanding in their practical music making in increasingly complex ways.
- Children will develop musical and technical skills (see **Skills and Knowledge Expectations** grid) through a wide variety of stimulating activities and resources.
- Children will be taught appropriate musical vocabulary and be encouraged to use it.
- All children will have the opportunity to perform their own compositions within class.
- Children will regularly listen to and evaluate their own work, as well as the work of others.
- In composition work, children will be encouraged to be creative and imaginative and to respect the contributions that other children make.
- Children will develop knowledge of music of different times, places and cultures through listening & analysing, singing & playing, composing and using instruments from a variety of musical traditions

EYFS

Through the area of Expressive Arts and Design, children are encouraged to chant and sing a range of nursery rhymes and simple songs in time to a pulse and with increasing control of vocal pitch. They listen, move and dance to a variety of music and begin to echo and perform simple rhythms. They have the opportunity to explore and identify sounds made in different ways, play percussion instruments, and use sounds creatively to accompany stories and compose simple music in response to a variety of stimuli.

Implementation

Medium Term Plans and short- term planning for each year group are guided by the National Curriculum Programmes of Study, the Model Music Curriculum, the school's **Skills and Knowledge Expectations grid** and the school's **Curriculum Map for Music**. The plans ensure continuity and progression throughout the school. A range of resources are used to support planning and implementation.

In addition to singing in assemblies (one assembly is a designated singing assembly for the whole school) and class lessons (especially EYFS and KS1), children in KS2 will have Year Group singing lessons once a fortnight.

Music skills and understanding are also developed through **dance projects** in P.E. in every year group.

WCIT

Children in Year 3 have recorder tuition provided by an external tutor as part of the WCIT (Whole Class Instrumental Teaching) initiative. This is funded by school and lasts for the whole year. Lessons incorporate other aspects of the curriculum including improvisation, composition, reading and recording standard notation and playing tunes and untuned percussion. Year 3 will also have termly listening and composition projects, singing lessons every two weeks and dance projects which are closely linked to the music curriculum.

Children in years 4, 5 and 6 have the opportunity to continue with weekly recorder tuition – funded by school. This is in addition to their weekly music lesson and singing.

Broom Leys Music whole school curriculum map:

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
EYFS	Singing nursery rhymes and simple songs; Listening and moving to music – responding to a pulse; Identifying, making and changing sounds. Loud and quiet sounds.	Singing nursery rhymes and simple songs; Listening and moving to music; Using sounds to accompany stories; Responding to a pulse and repeating simple rhythms.	Singing nursery rhymes and simple songs; Accompanying singing with percussion instruments; Listening and moving to music; Creating music in response to different stimuli.		Singing nursery rhymes and simple songs; Listening and moving to music; Exploring high and low sounds. Creating music in response to different stimuli.	
YR 1 <i>One 45-minute lesson a week.</i>	<u>SOUNDS AROUND US</u> Exploring, identifying and sorting different sounds; Creating and sequencing sounds using voices, bodies, objects and percussion instruments; Recording and sequencing sounds.; Exploring high and low sounds through work linked to animals.	<u>FIREWORKS AND NUMBER FUN</u> Exploring and performing long and short sounds; Responding to a pictorial score; Identifying a beat and playing percussion in time; Learning about tempo.	<u>STORMY WEATHER</u> Performing songs and chants about the weather - adding actions and percussive accompaniments; Learning how to control and change dynamics and tempo; Considering which instruments to use to create different sound effects; Learning how to match sounds to symbols and read from simple graphic scores.	<u>THE SEASONS & JACK & THE BEAN STALK</u> Learning to identify and respond to changes in pitch through listening and performing. Exploring, selecting and using tuned and un-tuned percussion instruments to create effects which help to communicate the story of Jack and the Beanstalk (featuring changes in pitch, tempo and dynamics).	<u>STORY TIME</u> Learning how music can be used to help to tell a story; Exploring vocal and percussive sounds to create effects – thinking about how fast, slow, quiet or loud their music needs to be.; Learning a rap, chants and songs to help tell the stories of the Three Little Pigs and The Magic Porridge Pot; Combining playing and singing in a short musical which they perform to an audience.	<u>LET'S TRAVEL</u> Chanting, singing, moving and playing instruments in time to a beat; Repeating and performing short rhythmic and melodic patterns to accompany chants and songs; Describing music they hear and identifying repeated features within it including ascending and descending glissandos and melodies.
YR 2 <i>One 45-minute lesson a week.</i>	<u>TREASURE ISLAND</u> Exploring, identifying and distinguishing sounds made by percussion instruments; Using symbols to represent sounds; Composing music in response to a map; Recording and sequencing sounds.;	<u>STORY TIME</u> Exploring how sounds can communicate atmosphere and help to tell a story; Composing music to accompany the telling of a story; Learning about orchestral instruments.	<u>CHANGING SEASONS</u> Performing a variety of chants, rhymes and raps; Identifying and controlling changes in pitch; Identifying and performing simple melodic and rhythmic ostinati using voices and instruments;	<u>BEAT AND RHYTHM</u> Recognising, responding to and performing steady beats at different tempi (speed); Performing simple rhythms from memory and using non-standard notations: Maintaining a part against other parts;	<u>JOURNEYS</u> Performing rhythmic and melodic accompaniments to songs and rhymes about travel; Controlling changes in tempo and dynamics; Listening to music and identifying features within it; Reading, responding to and creating simple graphic scores –	<u>FISH AND FROGS</u> Learning about, exploring and controlling changes in pitch through listening, singing and playing instruments; Singing and performing melodies; Creating a composition about a pond, thinking particularly about

	Exploring pulse and changing tempi.		Listening to and describing music – beginning to appreciate how it can communicate different things.	Read and record rhythms using stick notation. Exploring, selecting and sequencing sounds to create a rhythmic piece of music using the Loopseque Kids APP.	layering sounds to create music for a fast machine. Improvising in response to a pictorial score of a journey.	how they can use high and low sounds; Recording and sequencing sounds.
YR 1 & 2 SINGING	Simple songs, call and response songs, rhymes and chants including songs linked to: Ourselves, Animals, Autumn and Winter, Harvest, Halloween, Diwali, Christmas.		Simple songs, call and response songs, rhymes and chants including songs linked to: Stories, Springtime/growing, Nature, Easter		Simple songs, call and response songs, rhymes and chants including songs linked to: Sunny weather, Seaside, Travel and journeys, Different countries.	
DANCE					Yr 1: 70s Disco Yr 2: 80's Disco	

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YR 3	WCIT PROJECT – RECORDER TUITION <i>(30 mins per week throughout the whole year)</i> To include learning to play the recorder, reading standard notation, listening to performances, playing tuned and untuned percussion instruments and performing to parents.				
(A composition project each term)	<u>CARNIVAL OF THE ANIMALS</u> Learning about orchestral instruments and how they can be played in different ways to communicate or represent different things; Using Saint Saens' 'Carnival of the Animals' as a stimulus for group composition work.		<u>MACHINES</u> Exploring how composers have used repeated rhythms and patterns to create music (Adams: Short Ride in a Fast Machine/Meredith: Connect it (BBC 10 pieces)); Exploring repetition and pattern in music through vocal/instrumental composition activities focused around the theme of machines; Recording sounds and creating repetitive sound cycles.		<u>SEA VOYAGE</u> Exploring how composers depict storms through music (Debussy: La Mer/Britten: Storm Interlude (BBC Ten Pieces)); Composing music based on a sea voyage – using a graphic score to record music ideas.
YR 4 <i>One 45 minute - 1hr lesson a week.</i>	<u>FEEL THE BEAT</u> Exploring pulse, rhythm and changing tempi through musical games; Reading and responding to standard notation for rhythm. Maintaining a part against other parts in simple rounds and rhythmic structures – e.g. music with ostinato patterns.	<u>SOUND SAMPLING PROJECT</u> Collecting sounds in the environment and using IT to manipulate and sequence these sounds to create compositions.	<u>MEDIEVAL & RENAISSANCE MUSIC</u> Learning about Medieval and Renaissance music, instruments and composers through listening, performing, composing and dance. Learning how early notations were developed; Using early notations to record simple melodies; Improvising and performing simple accompaniments and complex rhythms; Exploring, identifying and comparing different structures and textures in contrasting vocal pieces and some instrumental dance music of the Renaissance period.	<u>WATER CYCLE</u> Listening, comparing and describing music linked to the theme of water; Exploring ABA and cyclic forms through composition work using the water cycle as a stimulus.	<u>DRAGON SCALES</u> Exploring pitch; Performing a variety of scales (including pentatonic scales) and simple melodies using tuned percussion; Composing music using notes from pentatonic scales;

YR 3 & 4 SINGING <i>One 30 minute lesson alternate weeks.</i>	Unison songs, simple partner songs and rounds of varying styles and cultures using different time signatures..		
DANCE	Yr 3 – Scottish country dancing Yr 4 – Current Pop – Tic Toc	Yr 3 -Connect It (Meredith) – Movement and body sounds Yr 4 – Renaissance dance	

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YR 5 <i>One 45 minute - 1hr lesson a week.</i>	<u>RHYTHM PROJECT</u> Exploring pulse, rhythm and time signatures; Reading, responding to and notating standard notation for rhythm; Maintaining a part against other parts in rounds and rhythmic structures; Composing and notating rhythms; Exploring rhythm and texture using technology e(e.g.LOOPSEQUE LITE APP).	<u>ROUNDS AND RIFFS</u> Exploring how pitch is changed; Performing with keyboards; Reading and performing from standard notation; Performing scales, simple melodies and rounds; Composing a round; Performing riffs & improvising solos. (Use of THUMBJAM APP)	<u>BAROQUE & CLASSICAL MUSIC</u> Learning about Baroque and Classical music, instruments and composers through listening, performing and composing. Identifying specific features (e.g. ground bass, melody, decoration, binary and ternary form) and analysing how period instruments are used within extracts of music; Performing and improvising rhythms, melodies and movements in an appropriate style; Identifying contrasts, using appropriate vocabulary to describe what they hear and exploring contrasts in binary and ternary form pieces; Learning about the structure of sonata form and how to develop and organise musical ideas within this structure.	<u>THE PLANETS</u> Using Holst’s Planet Suite to explore how music can express/convey different things; Using a rocket journey through space as a stimulus for a composition in rondo form	<u>TURNTABLING PROJECT</u> Learning a range of scratch techniques; Composing and performing scratch pieces using a graphical from of scratch notation.	<u>TRIADS</u> Understanding triads and using the notes of major and minor triads to accompany familiar songs.
YR 6 <i>One 45 minute - 1hr lesson a week.</i>	<u>MOOD MUSIC</u> Creating music with tuned and untuned instruments to create a mood or atmosphere – linked to a film scene;	<u>RHYTHM AND PITCH PROJECT</u> Reading notations for rhythm and pitch and applying knowledge and skills in the rehearsal and performance of a piece of music.	<u>AROUND THE WORLD</u> Listening to, analysing, describing and comparing music from Scotland, India and Africa; Understanding key features including drone and raga, Composing a simple melody for a Celtic poem using the notes of a pentatonic scale;		<u>ROMANTIC AND 20TH CENTURY MUSIC</u> Learning about Romantic and 20 th Century music, instruments and composers through listening, performing and composing.	

	Adding music to a film sequence using, for example, the LOOPSEQUE APP		Improvising a melody using the notes of an Indian raga in an Asian style; Performing and improvising using African djembes.	<u>YR 6 PRODUCTION</u>
YR 5 & 6 SINGING <i>One 30 minute lesson alternate weeks.</i>	A broad range of unison songs, partner songs, and 3 or 4 part rounds of varying styles and cultures including syncopation.			
DANCE	Yr 5 – The Hacker Yr 6 – Rock ‘n’ Roll		Yr 5 - Indian Dance Yr 6 – Film music	

In addition:

Continuer recorder groups in Yrs 4, 5 and 6 – weekly half hour sessions.

After school recorder club for children in Yrs 5 – 7

Instrumental tuition available for children in Yrs 4-6: keyboard/piano/guitar/drums/flute/clarinet

Whole school singing assembly

School Choir and Chamber Choir

Ensemble visits/visiting tutors – at least 2 per year (Autumn and Spring terms)

Performance opportunities:

EYFS: Christmas Nativity

Yr 2/Yr 4 Harvest assembly

Yr 3 Recorder concert (plus continuer groups)

Yr 5 Massed Choir – De Montfort Hall – when available

Yr 6 African Drumming (to other yr groups) & End of Year performance

Carol Service (led by the school choir and chamber choir)

Summer Concert (Choir/chamber choir/instrumentalists)

Impact

It is our aim that the impact of our curriculum, and the wider experiences we offer, will lead to outstanding progress over time relative to each child's individual starting points. This will be evidenced through termly recordings of the children's work and end of year judgements made by class teachers using our Skills and Knowledge Expectations grid as guidance.

We ensure that all children, including those who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in to ensure successful outcomes for all.

Our vision is for our ambitious Music curriculum to equip the children at Broom Leys with the skills, understanding and passion to become successful musicians.