

# Music Overview



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# Our Curriculum

## Built for...



Values

**B L A C K R O D**  
**Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination**

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

# Music Intent

At Blackrod Primary School, it is our belief that every child should have the very best start in music. The music curriculum is designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), a **range of musical experiences alongside developing their knowledge and skills**. Throughout their primary school journey, we aim to foster an appreciation of different musical genres and develop their core skills in singing, listening, composing, musicianship and performing. As such, we strive to equip our teachers with the expert knowledge of Music through the support **of Bolton Music Service**. These lessons encompass modelled sessions that develop teachers skills and knowledge in this specialist area. This is accessed through a cycle of ongoing CPD and support.

Within each lesson, review and discussion is utilised to check pupils' understanding of their learning. Misconceptions are addressed at point of learning and any adaptations to teaching are planned or supported according to need. Teaching is sequenced so that **new knowledge and skills are progressively built upon** throughout the Key Stages, developing the four key skills of musicianship. This encompasses what has been taught previously, enabling pupils to work towards clearly defined end points such as **performing to the school community or wider musical events**.

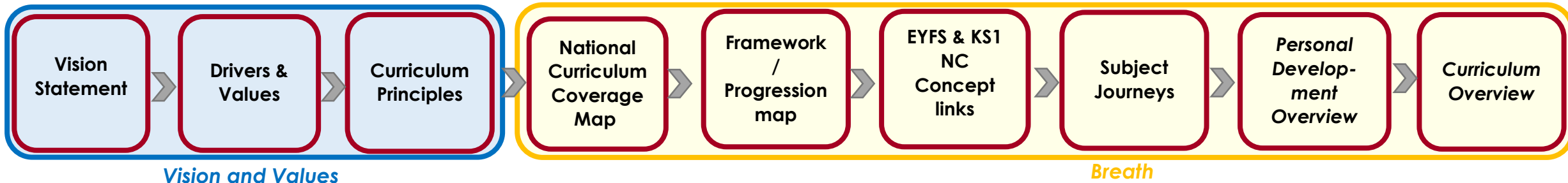
**Continuous assessment and feedback** to pupils is integral part of the sessions. This is used to inform teaching and planning, which will in turn help pupils to embed the key concepts and skills necessary for progression. The impact of our Music offer is that all pupils, particularly disadvantaged pupils (including those with SEND) are given the skills to acquire the knowledge and cultural capital they need to **succeed in life**. Through the range of practical opportunities the children make progress, in that they know more, remember more and are able to do more.

As such, they are learning the skills and knowledge needed to produce work of high quality, are prepared for their next stage of education and have developed an appreciation and respect for different musical instruments, genres and ways to create, compose and perform these pieces.

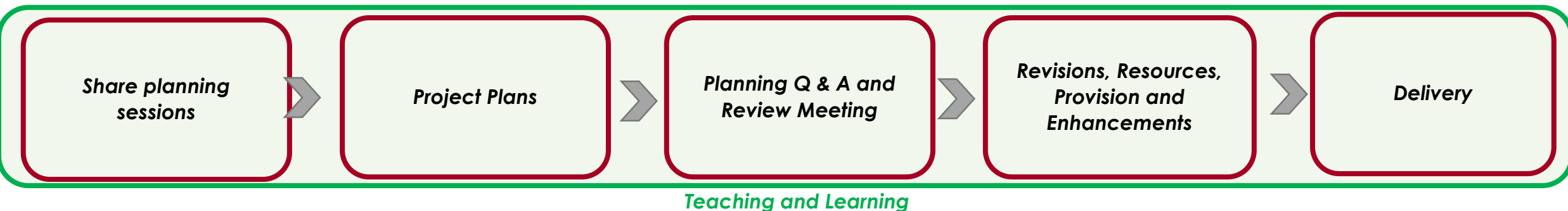
# Curriculum Design Processes



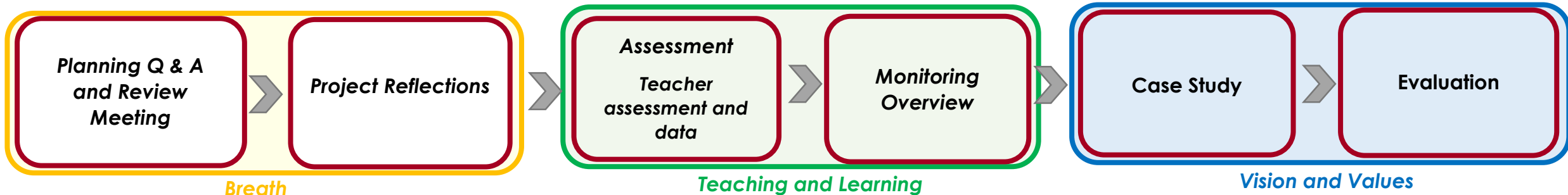
## INTENT



## IMPLEMENTATION



## IMPACT



# Music Subject Journey



## BLACKROD PRIMARY SCHOOL – MUSIC

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Developing Early Musical Skills:</b> Singing simple actions songs. Circle games.  Songs linked to topic themes		<b>Developing Early Musical Skills:</b> Listening and moving to music. Exploring the inter-related dimensions of music  <b>The Princess and the Pea</b>		<b>Developing Early Musical Skills:</b> Exploring sounds around us. Exploring classroom percussion instruments. Finding the pulse. Copying simple rhythms.	
<b>KS1</b>	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Move to the beat:            Exploring Rhythm and Pulse</b>	<b>Move to the beat:            Exploring Rhythm and Pulse</b>  <b>Developing the voice:</b> Learning and performing songs for Christmas Nativity	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Hoedown!</b> Exploring Pulse and rhythm	<b>Rain rain go away</b> Exploring pitch and dot notations  <b>Hands Feet Heart –</b> singing (2 groups) and playing accompaniments	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Minibeasts -</b> Minibeast songs Playing song accompaniments	<b>The Seaside</b> Developing control of pitch with the voice and tuned percussion.
<b>LKS2</b>	<b>Thrills and Spills</b> Finding the voice Singing games – pulse and rhythm	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Just Three Notes:</b> Exploring Pitch Singing and playing simple melodies.	<b>Playing with Rhythm</b> Playing together and exploring rhythmic structures	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Playing with Rhythm</b> Playing together and exploring rhythmic structures	<b>In the Hall of the Mountain King</b> The Orchestra – instrument families Explore dynamics and tempo.	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Journey to Africa</b> Singing songs in other languages with different structures.
<b>UKS2</b>	<b>Back to the Beat</b> Ongoing skills, exploring pulse and rhythm with body percussion Developing standard notation.	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Chair drumming</b> Seven Nation Army  Christmas Songs Little Drummer Boy Performance Songs	<b>Ode to Joy</b> Listening and comparing major and minor music themes through film music.	<b>Singing Assembly</b> Developing the voice Exploring pitch  <b>Ode to Joy</b> Compose 8 beat melodies in major or minor keys to change the mood of film clips ("Inside Out") and record using standard notation melodies on 12 bar blues	<b>Musical Effects and Moods</b> Using harmony to create moods and atmosphere (exploring consonant and dissonant sounds)  <b>Music technology</b> Extend understanding of harmony and major/minor tonality using Chrome Music Lab for composition	<b>Singing Assembly</b> Developing the voice  <b>Exploring pitch</b> Moving On Vocal performance skills

# Music Skills Progression



EYFS SKILLS PROGRESSION - RECEPTION	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Join in singing simple repetitive songs and melodic patterns using a limited pitch range.</li> <li>• Use spoken voice rhythmically in rhymes and in free creative play.</li> <li>• Explore using the voice in different ways (e.g. whispering, singing, speaking, <a href="#">animal/sounds.</a>)</li> <li>• Copy and pitch match simple intervals such as soh-me pattern with voice.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Explore different sounds of musical instruments and other sound makers.</li> <li>• Respond and react musically to others, copying, 'answering,' and interacting with creative sound.</li> <li>• Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Experiment creatively with sounds (voice, body percussion, instruments and sound makers.)</li> <li>• Create simple representations of events, people and objects and feelings using sounds.</li> <li>• Suggest words, sounds or ways to play to contribute to change and variation in simple songs.</li> <li>• Experience using simple music technology (recording, playing back)</li> </ul>
<b>Musicianship &amp; Performing</b>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc)</li> <li>• Explore changes in tempo (fast and slow) using voice, body percussion, sound makers.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Copy and create simple rhythms based on words.</li> <li>• Experience and develop awareness of rhythm and rhyme in speech.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• Explore changes in dynamics (loud and quiet) using voice and sound makers.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Any visual representation of sounds explored, such as symbols or shapes or colours.</li> </ul>

# Subject Overview and National Curriculum Coverage

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. 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# NC Coverage

## Key stage 1

Pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned 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 interrelated dimensions of music

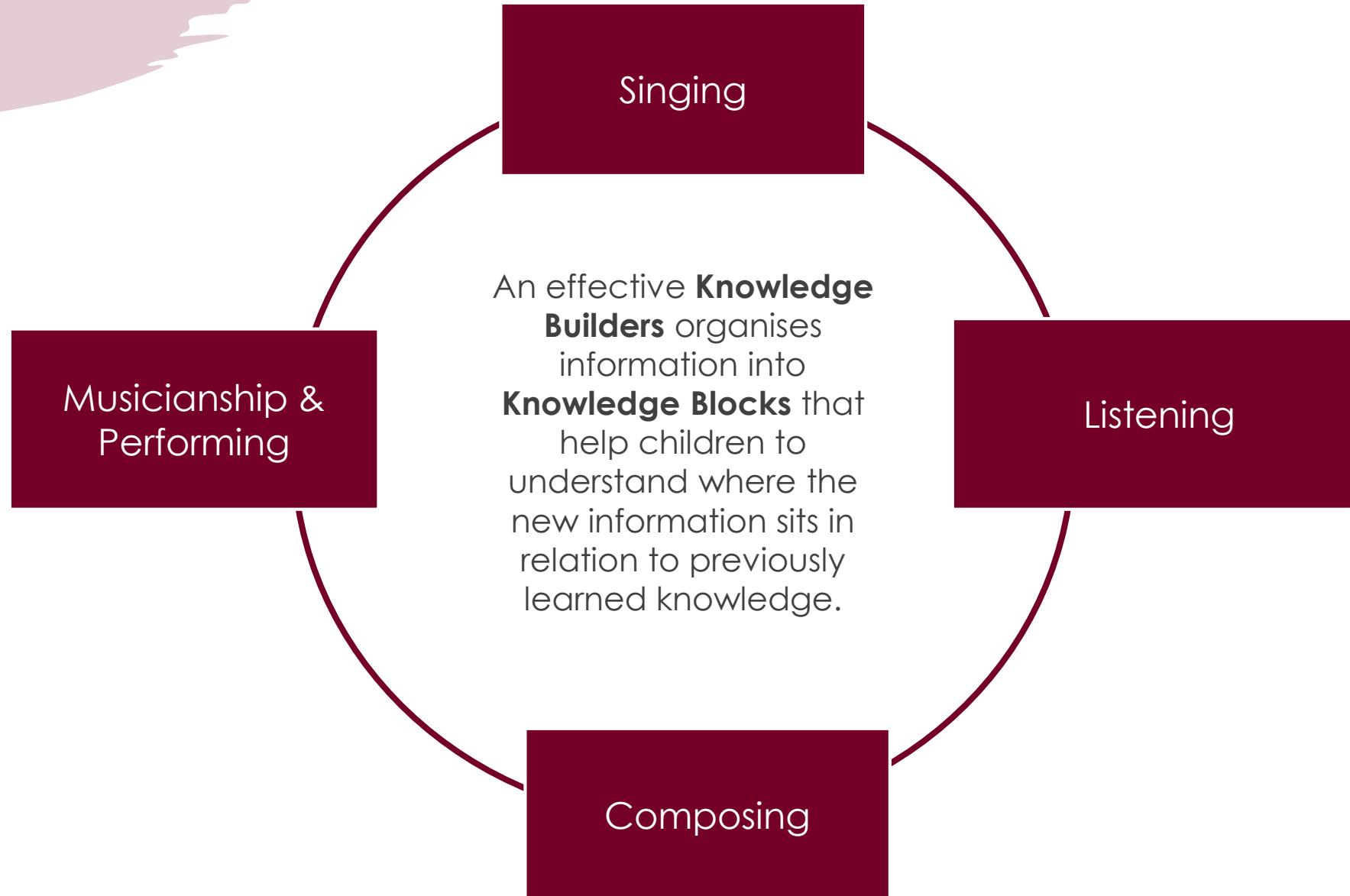
## Key stage 2

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

Pupils are 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 interrelated 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

# Music Knowledge Blocks



# Music - Knowledge Blocks

Singing

Listening

Composing

Musicianship &  
Performing

**Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.

**Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music is constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children's composing and performing.

**Composing** – Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.

**Musicianship and Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and pupils should have regular opportunities to perform musically (both formally e.g. a class performance for parents and informally e.g. for their peers within a lesson.) Pupils should be taught the fundamental musical techniques of controlling pulse/beat, rhythm and pitch. As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

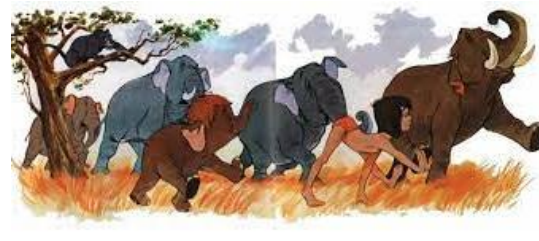
# BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

## Subject: Music – Hoedown! (KS1)



### Enquiry Questions:

1. What is a pulse?
2. How are pulse and rhythm different?
3. How does different types of music make us feel?
4. How can we create rhythm?
5. How does pitch help us to sing?



### Singing

When we sing, we have to listen closely to the music and match the **pitch**. We will use our learning to perform 2 or 3 note melodies individually and as a group.

Key Vocabulary	Definition
Pitch	How high or low the sound is
Pulse	A steady beat like a ticking clock or your heartbeat
Rhythm	The pattern of long and short sounds in a song
Pattern	Things that repeat
Feeling	The way music can make you happy, sad or excited.

### Listening

When we use our listening skills to explore lots of different types of music, we will all have a different **feeling**.

Some types of music might make us happy and some might make us sad.

Songs such as Uptown funk, Colonel Hathi's march and Rodeo by Copeland are all very different and make us feel lots of different things.



### Composing

Musicians can create new **pulses** and **rhythms** by changing how many times or how fast and slow they clap or tap or hit an instrument.

Musicians then teach a new section of rhythm or pulse to their friends so that everyone is creating the same sound.

Musicians then add different ways to change the pulse and rhythm. This can be with different instruments or by going faster or slower.

### Musicianship and Performing

When we are musicians, we can use our bodies and instruments like chime bars and beaters to create **rhythm patterns**.

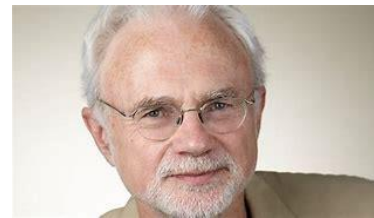
We can use our bodies to create a pulse by tapping on our knees, clapping our hands and stamping our feet.

We can also copy a simple rhythm using various instruments like a triangle or a wooden scrapper block.

We can also use rhythm and pulse to help us move around an space in special ways.

# BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

## Subject: Music – Thrills and Spills! (LKS2)



### Enquiry Questions:

1. Why is diction important when you are singing?
2. How do musicians use dimensions?
3. How do rhythm patterns affect the mood of the music?
4. How does the use of different notation affect the music we are playing?
5. How do our listening skills help us to understand mood?



### Singing

When musicians sing, they use **expression, diction** and **pitch** to engage their audience. They also use skills such as canons and rounds to make their singing interesting.

### Listening

Musicians use their listening skills to develop an understanding of a range of live and recorded music to develop their own ideas. They use these ideas to explain how the **dimensions** of the music are used to create different **moods** and effects.

By listening to a range of pieces such as *Short Ride in a fast machine*, *Oh so quiet* and *O Fortuna* we can use our listening skills to explain the mood the composer is trying to create.



Key Vocabulary	Definition
Expression	How we use our skills to bring the music to life
Diction	How we sing clearly so the audience can understand the words
Rhythm	The pattern of long and short sounds in a song
Pattern	Things that repeat
Notation	The symbols used in written music
Dimensions	The ways in which you can describe a sound and change it to create different effects.
Dynamics	The volume or loudness of the sound or note
Moods	The feeling a song or piece gives you.

### Composing

Musicians can create new **pulses** and **rhythms** by changing how many times or how fast and slow they play an instrument.

Musicians use 4-beat **rhythm patterns** or **notation** that include crotchets, paired quavers and crotchets rests or walking, jogging and running to create music.

### Musicianship and Performing.

When we are musicians, we can use instruments confidently, such as chime bars and our voices, to show our understanding of how music is performed.

Musicians show control of **dynamics, tempo** and **diction** when singing and playing, following physical signals and written symbols from a conductor.



# BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

## Subject: Music – Back to the beat! (UKS2)



### Enquiry Questions:

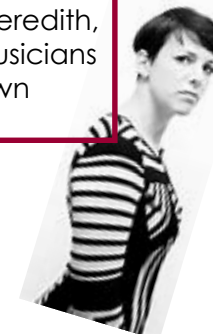
1. Why do Musicians use chants and rhythms?
2. How do Musicians create new pieces of music?
3. Does everyone interpret music in the same way?
4. What effect does working as an ensemble create?
5. How do we know if a piece of music changes from the notation?



### Listening

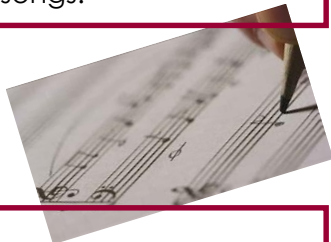
Musicians listen to a range of live and recorded music and use their own **interpretation** to describe how the **inter-related** dimensions create different effects. Musicians then explain their interpretations using their wide ranging musical vocabulary.

By listening to diverse styles, such as *Connect it* by Anna Meredith, *Stomp* and *Seven Nation Army* by The White Stripes, the Musicians can then use the emotions created by the music in their own pieces.



### Singing

Musicians use their skills and knowledge to sing songs and speak **chants** and rhymes in **unison**. They then develop these chants into 2/3 **parts** such as rounds and partner songs to add different levels and tones to their songs.



Key Vocabulary	Definition
Chants	Simple songs or melodies
Unison	The playing or singing of notes at the same pitch by different instruments or voices
Parts	A single strand of melody or harmony within a larger ensemble
Improvising	Something that is created spontaneously or without preparation
Parameters	A 'parameter' is any element that can be composed separately from other elements.
Interpretation	A personal explanation or way of explaining how music affects a person
Inter-related	How different elements relate or connect to one another
Ensemble	A group of musicians who perform together
Minims	a musical note having the time value of half a whole note



### Composing

Musicians compose new pieces by initially **improvising** on their chosen instrument. Often, musicians are given **parameters** in which their piece should fit and will then use their understanding of rhythm or pulse to compose their final piece.

Musicians then add different instruments and speeds to create a unique piece.

### Musicianship and Performing

Musicians in an orchestra or **ensemble** group, play and maintain a rhythmic pattern or melody as part of a multi-layered piece. By keeping a strong sense of pulse, Musicians are able to show an awareness of how the parts fit together to create an engaging sound.

When performing, Musicians will read and then play, or in the case of *Stomp*, stamp in 2, 3 or 4-beat rhythm patterns that consist of crotchets, paired quavers, **minims**, semiquavers and crotchet rests.



# Sticky Learning in Music

## Intent

**Cyclical:** Children return to the same disciplinary and substantive concepts during their time in school

**Prior Knowledge:** Upon returning to each concept, prior knowledge is utilised so children can build on previous foundations, rather than starting again

**Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.

**Endpoints:** end points the children are working towards are clear.

## Implementation

**Knowledge Builders:** These provide a children friendly overview of key knowledge, skills and vocabulary.

**Lesson Structure and Delivery:** Lessons are structured using retrieval practice and using small steps to allow children to access the music curriculum.

## Impact

### Formative assessment

Teachers use the I Can statements from Bolton Music Service which helps teachers to identify those children who are secure in their learning or working at a greater depth in each lesson. Teachers make a judgement at the end of each project when the children are assessed against progress made.

### Summative assessment

Children are assessed using the end of project judgements to give an accurate end of year judgement of knowledge and skills.



# Cultural Capital Music

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

*'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

# Cultural Capital Music

## BPS's Music Cultural Capital offer includes:

- A progressive **vocabulary** overview
- Specific instrument provision **resources**
- **Significant people** - Half Termly Music cycle
- Termly **projects loans** in classroom provision
- Evidence of practical skills recorded as a working document through See-Saw platform.
- **School trips** –
  - Bolton Music Festival
  - Halle Orchestra
  - Young Voices Performance
- **School visitors** –
  - Bolton Music Service teacher (fortnightly)
  - Music Teachers for individual lessons
  - Music live ensemble assemblies
- **Enhancement days and assemblies**–
  - Winter performances
  - Wider opportunities performances to parents
  - Music related to marking events/festivals
  - Wellbeing music played around school
  - Sing and celebrate assemblies

# EYFS Curriculum



KS1 Concept Transitions		Autumn		Spring		Summer	
Expressive Arts and Design	Art	Marvellous Marks		Painting and Mixed Media: Paint my World		Sculpture and 3D: Creation Station	Craft and Design: Let's Get Crafty
		Drawing - Self portraits Seasonal craft: nature wreaths	Class Artist – Picasso's Trousers Seasonal craft: Salt dough decorations	Paint everywhere! Seasonal craft: threaded snowflakes	Collage and Collaborate Seasonal craft: egg threading	Exploring with Clay Seasonal craft: petal mandala sun catchers	Tissue Paper Flowers Seasonal craft: salt painting
	Design Technology	Cooking and Nutrition: soup	Seasonal: Sliding Santa chimneys DT Day	Cooking and Nutrition: Make a Rainbow salad	Textiles: Bookmarks	Structures: Junk Modelling	Structures: Boats
	Music	Developing Early Musical Skills across the year: ●Singing simple actions songs ●Circle games ●Songs linked to topic themes ●Listening and moving to music ●Exploring inter-related dimensions of music ●Exploring sounds around us ●Exploring classroom percussion instruments ●Finding the pulse ●Copying simple rhythms Spring: Theatre visit with singing opportunities					
	Computing	Digital Citizenships	Online Safety	Computer Science	Information Technology	Information Technology	Digital Literacy