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| **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. |
| **Music – Key Stage 1**Pupils should be 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 inter-related dimensions of music.
 | **Music – Key Stage 2**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.
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| **Schemes of Work:**Musical ContextsQCA (Adapted)LW unitsTwinkl |
| **Additional Musical events/ festivals*** Harvest
* Christmas service
* Christingle
* Mothering Sunday Concert with Baschurch Primary and Of One Accord
* Summer Fair
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**Reception/ Year 1 / Year 2 / Year 3** (three-year cycle)

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|  | **Autumn** | **Spring** | **Summer** |
| **Year A****SOW used:**Musical ContextsQCA (Adapted)LW unitsTwinkl(Weeks are approximate and have not included Arts and Design week each half term) | Musical Animals (Mus03)(5 Weeks)This unit develops children’s ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.During the unit children explore the duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch. Towards the end of the unit the children begin to organise their sounds within a steady pulse. They record their sound sequences using symbols.Winter Music(5 Weeks)This unit of music covers musical composition around the theme of winter. It Includes rhythm and melody elements, as well as the opportunity to create a graphic score.Music (Christmas)(5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign.  | Music (Sign 2 Sing)(6 Weeks)This unit is intended to challenge the myths and misconceptions about Deaf People and Deafness. It explores the differences and similarities between Deaf and Hearing People and gives the opportunity to reflect on the emotional and social impact of Deafness on Deaf Children. It uses music and the British Sign Language to achieve this.Seasonal Changes (Mus06)(7 Weeks)This unit develops children’s ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.During this unit children explore classroom instruments and learn that instruments that make sounds in similar ways can be grouped into families. They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds. | Music (Westcliffe Music Festival) (“What makes up a musical?”) (MC K3 1 - Adapted)(6 Weeks)This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Pupils explore the history and developments of elements of a musical, from their origins in opera, before exploring the impact of an “opening number”Body Sounds (Mus02)(6 Weeks)This unit develops children’s ability to identify different sounds and to change and use sounds expressively in response to a stimulus.During this unit, children make a variety of sounds with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story. |
| Worship Songs |  |  |  |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year B****SOW used:**Musical ContextsQCA (Adapted)LW unitsTwinkl(Weeks are approximate and have not included Arts and Design week each half term) | Warbling Wildlife (Mus05)(5 Weeks)This unit develops children’s ability to discriminate between higher and lower sounds and to create simple melodic patterns.During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories.A Space Adventure(5 Weeks)This unit of music covers musical composition around the theme of winter. It Includes rhythm and melody elements, as well as the opportunity to create a graphic score.Music (Christmas)(5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign | Music (Sign 2 Sing)(6 Weeks)This unit is intended to explore different was Deaf People communicate and to think about how difficulties in communication make us feel. It uses music and the British Sign Language to achieve this.WWII Sing-along (Mus01)(7 Weeks)This unit focuses on the development of the singing voice and other essential musical skills (listening skills, aural memory and physical skills). It uses songs from World War II to implement this. | Music (Westcliffe Music Festival) (Machine Music)(MC 8)(6 Weeks)This unit takes the starting point of machines as the basis for an exploration into graphic scores and repeating cyclic patterns.  Pupils begin exploring the sounds created by steam engines and trains, listening to “train-inspired” pieces and exploring how short, repeated vocal and rhythmic and melodic patterns are used to describe the perpetual motion of a trains’ movement.  Pupils them move onto explore the cyclic sounds created by factory machines using a selection of vocal and body sounds to recreate cyclic sound patterns.  After a brief exploration into space machine sounds, where pupils’ learning on graphic scores are developed, the unit ends with an exploration into video game sounds where pupils create their own sound effects (a good ICT opportunity) for a video game, recording their ideas using graphic notation.Music Around the World (Mus07)(6 Weeks)This unit develops children’s ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.During this unit, children explore how sounds can be changed, combined and organised to create a class composition. They respond to stimuli suggested by the weather from around the world and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words. |
| Worship Songs |  |  |  |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year C****SOW used:**Musical ContextsQCA (Adapted)LW unitsTwinklClaredon Learning(Weeks are approximate and have not included Arts and Design week each half term) | Tudor (MC 5 Adapted)(5 Weeks)This unit takes a historical starting point as a basis for an exploration into Tudor Music. Pupils begin by learning about Tudor Dance Music and in particular, The Pavane, as a popular Tudor Dance. Pupils identify its characteristic musical features and rhythms before attempting to dance The Pavane and perform and compose their own modal Pavane melodies over a drone accompaniment. Pupils then learn about traditional Tudor Musical Instruments before exploring Tudor and Madrigal-style songs with a “fa-la-la” refrain, where they compose their own lyrics to a given melody. Fanfares are explored briefly before pupils work towards putting on a “Tudor-style Banquet Concert” combining elements of the unit into a class performance. | Victorian Music (MC 3 Adapted)This unit explores music and musical inventions in the Victorian period, beginning with an exploration into Victorian musical gadgets where pupils learn about gadgets such as the Music Box, Player Piano, Street Piano and Penny-in-the-Slot through listening and watching the gadgets in action, looking at sound production methods.  Pupils then explore Victorian street cries, popular in Victorian markets of the time as sellers advertised their wares.  Pupils sing and perform a number of different Victorian street cries before composing their own, exploring melodic shape and pitch.  Finally, pupils explore the popular Victorian genre of Music Hall, taking part in a class Music Hall performance of “The French Can Can Polka”  | Music (Sign 2 Sing)(6 Weeks)This unit of work explores the life of author, Helen Keller and how she overcame the challenges of being both blind and deaf. It shows how she inspired others and looks at the use of sign language how it is used.Dragons and Dinosaurs (LW)(7 Weeks)This unit of work is based along side the story “Dragons and Dinosaurs”. It offers the opportunity to use songs, poems and other musical activities to develop an awareness of musical elements.  | Music (Westcliffe Music Festival) (Water Cycle)(MC 1)(6 Weeks)**This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music. Pupils begin by creatively composing in response to a variety of images of water in its various forms before exploring how the composer Smetana describes the course of a river in his tone poem “Vltava”. Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own “wandering river” melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle. Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy’s “La Mer” and use Monet’s sea paintings as the basis of an improvisation. Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the unit to add “water sound effects” to a traditional North American-Indian legend before listening to Handel’s “Water Music”.** Egyptian Music (MC Adapted)(6 Weeks)This unit has a clear music focus and draw upon a history element as a starting point or stimulus. The activities open up opportunities for the creation of pupil’s own music as a response to some of the stimuli associated with Ancient Egypt. The unit begins with a focus on two elements of music - dynamics and texture which are explored using graphic scores in the shape of an Egyptian pyramid. Pupils identify dynamics and texture and gradual changes within these two musical elements through listening, performing and composing and learn about the musical symbols used to show dynamics. Pupils are then introduced to the harmonic minor scale with its characteristic “middle eastern” sound, exploring this through singing a round, accompanied by chords and ostinati patterns, towards a class performance, before listening to a range of “Egyptian-inspired” music. The unit ends with a totally optional, but fun, activity exploring Ancient Egyptian dance and hand clapping to the popular song “Walk Like an Egyptian”. |
| Starry-Eyed Stan (5 Weeks) the underwater world of Stan, the singing starfish with this engaging DT activity. Children will love this fun practical lesson in which they get to join Stan's band! Introduce the children to some musical instruments before giving them the equipment and materials needed to make their own. Children will develop and use their skills in cutting, shaping, joining and finishing as they use junk modelling materials, scissors and more to make their instrument.Music (Christmas) (5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign |
| Worship Songs |  |  |  |

**Year 4 / Year 5 / Year 6** (three-year cycle)

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|  | **Autumn** | **Spring** | **Summer** |
| **Year A****SOW used:**Musical ContextsQCA (Adapted)LW unitsMusic & French are split over the half terms.(Weeks are approximate and have not included Arts and Design week each half term) | Music (Journey to Outer Space)(MC 11)(5 Weeks)This unit takes, as its starting point, Gustav Holst’s “The Planets” as a basis for creative composition tasks leading to a class musical performance of a “Journey Into Space”.Pupils listen to different extracts from Holst’s “The Planets” at various points throughout the unit, beginning with “Mars, The Bringer of War”, exploring how Holst basis this movement on an ostinato pattern. Central to the unit are the concepts of mood, tempo, dynamics and instrumentation (or timbre) and these are explored through Richard Strauss’s “Also Sprach Zarathustra” which pupils explore in terms of a piece of descriptive music used to describe a “Rocket Launch”. Finally, pupils create musical soundscapes for the other planets, structuring these with the opening “Rocket Launch” theme for a class musical performance of their Journey Into Space. En Classe (5 Weeks)Music (Christmas) (5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign. | Music (Sign 2 Sing)(6 Weeks)This unit is intended to challenge the myths and misconceptions about Deaf People and Deafness. It explores the differences and similarities between Deaf and Hearing People and gives the opportunity to reflect on the emotional and social impact of Deafness on Deaf Children. It uses music and the British Sign Language to achieve this. Le Petit Thomas (4 Weeks)Pâques (3 Weeks) | Music (Westcliffe Music Festival) (“What makes up a musical?”) (MC K3 1 - Adapted)(6 Weeks)This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Pupils explore the history and developments of elements of a musical, from their origins in opera, before exploring the impact of an “opening number”Restaurant et Petit déjeuner (5 Weeks) |
| Worship Songs |  |  |  |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year B****SOW used:**Musical ContextsQCA (Adapted)LW unitsMusic & French are split over the half terms.(Weeks are approximate and have not included Arts and Design week each half term) | Music (Max Found Two Sticks)(LW)(5 Weeks)This unit of work is based on the story “Max Found Two Sticks”. It explores how primitive music was developed and how versatile objects can be to make music. This is combined with the opportunity to create and make their own instrument and compose a piece of music.La Rue Principal (5 Weeks)Music (Christmas)(5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign | Music (Sign 2 Sing)(6 Weeks)This unit is intended to explore different was Deaf People communicate and to think about how difficulties in communication make us feel. It uses music and the British Sign Language to achieve this.Ma Famille (4 Weeks)Mardi Gras (3 Weeks) | Music (Westcliffe Music Festival) (Machine Music)(MC 8)(6 Weeks)This unit takes the starting point of machines as the basis for an exploration into graphic scores and repeating cyclic patterns.  Pupils begin exploring the sounds created by steam engines and trains, listening to “train-inspired” pieces and exploring how short, repeated vocal and rhythmic and melodic patterns are used to describe the perpetual motion of a trains’ movement.  Pupils them move onto explore the cyclic sounds created by factory machines using a selection of vocal and body sounds to recreate cyclic sound patterns.  After a brief exploration into space machine sounds, where pupils’ learning on graphic scores are developed, the unit ends with an exploration into video game sounds where pupils create their own sound effects (a good ICT opportunity) for a video game, recording their ideas using graphic notation.La culture de la france (5 Weeks) |
| Worship Songs |  |  |  |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year C****SOW used:**Musical ContextsQCA (Adapted)LW unitsMusic & French are split over the half terms.(Weeks are approximate and have not included Arts and Design week each half term) | Music (Haunted House)(MC 4)(5 Weeks)This unit is designed to help pupils learn more about exploring sounds and sound sources to create an intended mood, atmosphere and effect and to develop their understanding of Programme Music. The theme of “The Haunted House” is used as a stimulus to encourage pupils to consider, select and combine appropriate vocal, body and instrumental sounds and sound sources to describe different “spooky” situations through music. Pupils investigate how composers use the elements of music to create an intended effect, respond to music using dance and movement and create visual art/sound pictures. Pupils create their own structured “spooky music” piece selecting and combining appropriate sounds and sound sources to create their intended effects recording their ideas using graphic notation. Quel temps fait-il (5 Weeks)Music (Christmas)(5 Weeks)This unit covers Christmas songs in preparation for the Christmas service and Christingle. A mixture of traditional and popular ones will be taught; including some taught in sign | Music (Sign 2 Sing)(6 Weeks)This unit of work explores the life of author, Helen Keller and how she overcame the challenges of being both blind and deaf. It shows how she inspired others and looks at the use of sign language how it is used.Le ou La? (4 Weeks)J'habite... (3 Weeks) | Music (Westcliffe Music Festival) (Water Cycle)(MC 1)(6 Weeks)**This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music. Pupils begin by creatively composing in response to a variety of images of water in its various forms before exploring how the composer Smetana describes the course of a river in his tone poem “Vltava”. Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own “wandering river” melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle. Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy’s “La Mer” and use Monet’s sea paintings as the basis of an improvisation. Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the unit to add “water sound effects” to a traditional North American-Indian legend before listening to Handel’s “Water Music”.** Supermarché (5 Weeks) |
| Worship Songs |  |  |  |