

West Witney Primary School and Nursery

Curriculum Information



Music

Reception, Key Stage 1 and Key Stage 2

Introduction

Our aim, at West Witney Primary School, is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Intent

At West Witney, we use the Kapow scheme of music under which children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural content of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Following this scheme of work allows pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with the national curriculum.

Implementation

At West Witney Primary School, our use of Kapow's scheme of learning enables us to deliver music, in which the individual strands listed are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music.

Each five-session unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music

enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their improvisations and compositions.

Our adopted scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff and other musical notations as well as the interrelated dimensions of music and more.

In each weekly music lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher - led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning.

Over the course of Year 5, children take part in 'Class Band', a weekly lesson where the pupils have the opportunity to learn how to play one of the following instruments: flute, clarinet, saxophone, trumpet, trombone, euphonium and tuba. The pupils learn how to look after their instrument, read music and perform as an ensemble. At the end of their half year tuition they perform to their parents and schoolmates.

We also have a weekly after school choir for pupils in KS2. Every year the choir participate in Young Voices, performing at The Ovo arena in London in a mass choir of over 5000 children. They also perform at the Christmas concert, An evening of music and dance and the school's summer fete. They learn a wide range of different songs, learn moves to help interpret the songs and how to look after their voices.

Impact

At West Witney Primary School, we expect that pupils should leave the school equipped with a range of skills to enable them to succeed in their secondary school and to be able to appreciate and enjoy music throughout their lives.

We expect that children will be confident performers, composers and listeners and will be able to express themselves musically at and beyond school. Children will show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed. We hope that children will understand the ways in which music can be written down to support performing and composing activities, will be able to demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

Finally, we expect that the children will be able to meet the end of key stage expectations outlined in the national curriculum for music.

Recording

Every pupil in KS2 has their own music book with manuscript pages.

Assessment

There are assessment quizzes at the end of each unit.

A Kapow spreadsheet enables the teacher to record how the children perform against the lesson objective.

Performance to aid assessment.

We encourage the children to perform, whether that is singing in assembly, playing recorders or ukuleles for other classes, or taking part in our annual evening of music or West Witney's Got Talent.

Music Journey at West Witney Primary School

Year	Topic Title											
R	Exploring sound: Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Celebration music: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and movement: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical stories: A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Transport: Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.						
1	Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Tempo (Theme: Snail and mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Musical vocabulary (Theme: Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Timbre and rhythmic patterns (Theme: Fairy tales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.						
2	West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple	Orchestral instruments (Theme: Traditional Western stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by	Musical me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	Dynamics, timbre, tempo and motifs (Theme: Space) Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	On this island: British songs and sounds Creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.						

3	notation, progressing to creating call and response rhythms.	timbre, how emotions can be represented by pitch and how changes in tempo can convey action.				
	Ballads: Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Creating compositions: Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Developing singing technique (Theme: the Vikings): The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Jazz: Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
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	Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Rock and Roll: Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class	Changes in pitch, tempo and dynamics (Theme: Rivers): Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance	Haiku, music and performance (Theme: Hanami festival): This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance	Samba and carnival sound and instruments (Theme: South America): Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Adapting and transposing motifs (Theme: Romans): Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

5	Composition notation (Theme: Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Blues: Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	South and West Africa Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	Composition to represent the festival of colour (Theme: Holi festival) Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	Looping and remixing: In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Musical theatre: Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.
6	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Appraising the work of Mendelssohn and further developing improvisation and composition skills.	Songs of World War 2: Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Film music: Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Composing and performing a Leavers' song: Children spend the topic creating their very own leavers' song personal to their experiences as a class.	Baroque: *New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.

Performing	Listening	Composing	The history of music
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