



## Bollinbrook CE Music Curriculum

**'And the child grew and was strong in spirit '**

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

## Growth in Music

### Music

At Bollinbrook, the teaching of music is based upon the fact that it is a creative and social art to be enjoyed. At Bollinbrook, children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion. We follow the national curriculum for music and focus on key knowledge that we want the children to retain. At Key Stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of; singing, playing an instrument, Listening and Appreciating and Creating own music. At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of: Performing, Composing, Listening, Use and understand, Appreciate and the History of Music.

### Implementation

As a school, we follow the Kapow program of work, which guides us through various musical activities such as listening and appraising, creating and exploring as well as singing and playing instruments. We will also spend time exploring the musical vocabulary, different composers and the history of music. In addition to this, we are part of the Love Music Trust which supports us in the loan of musical instruments on an annual basis. This allows us to provide wider opportunities in music to a year group and gives all children the chance to learn an instrument. From September 2021, this will be for year 5 children. Love music trust also provides opportunities for children to perform at venues such as the Bridgewater Hall with the Halle Orchestra. In addition, we use BBC 10 pieces as starter activities which focuses on 10 artists each year to promote a love of music and understanding of the history in which each composer lived and wrote their music, influenced by world events of the time.

### Assessment

We assess music in a variety of ways in order to demonstrate the impact. Our music curriculum is sequenced logically for the progressive development of musical skills – skills that are revisited and mastered over time. Progress is recorded during each unit using a variation of Kapow assessment scheme which supports our mixed age classes. It is important to capture children taking part in the different assessment areas and we use video recordings (seesaw platform) as a way to do this. This allows us to build a profile of their achievement across the range of areas of the subject. We also encourage children to self-reflect at the end of each lesson to be more aware of what they have achieved in different aspects of their learning in music and what some of the "next steps" for them may be.

# EYFS

ELG	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
Those working in greater depth may...	<ul style="list-style-type: none"> <li>• Is beginning to compose simple pieces of music and has the confidence to perform them.</li> <li>• Is able to make up their own songs and perform in front of a group.</li> </ul>

## Music: Key Stage 1

Singing	Playing an instrument	Listening and appreciating	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>

## Music: Key Stage 2

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

## WILLOW EYFS

<b>Performing</b>	<b>Listening, appreciate and evaluate</b>	<b>Composing</b>	<b>Kapow units for each term</b>
<p>Singing short, rhythmic rhymes and songs. Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Beginning to say what they liked about others' performances</p> <p>Performing actively as part of a Group.</p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments and different ways of holding instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Using instruments expressively to Music. Using instruments to begin to follow a beat, with guidance.</p>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p> <p>Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.</p>	<p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.</p>	<p><b>Autumn:</b> Exploring sounds, Celebration music/nativity/  <b>Spring:</b> Music and movement/Music and movement  <b>Summer:</b> Transport/Big Band</p> <p>Year 1  <b>Autumn:</b> Pulse and Rhythm (All About Me)                      Classical music, dynamics and tempo / Nativity Songs  <b>Spring:</b> Pitch and Tempo (Super Heroes)                      Musical Vocabulary (Under the Sea)  <b>Summer:</b> Timbre and rhythmic patterns (Fairy Tales)                      Vocal and body sounds (By the Sea)</p>

**Musical Vocabulary used in Willow**

Tempo: Fast, slow, heartbeat, in time, pulse, rhythm  
 Pitch: high, low  
 Structure: verse, Chorus  
 Dynamics: Loud, Quiet

Texture: thick, thin

Other: graphic score, tune, body percussion, chant, perform, play, sing, syllables, melody, choir, composing

## OAK Year 1/2

Performing	Listening and appreciate	Composing	Kapow units for each term
<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music.</p> <p>Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p> <p>Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest and implement improvements to their own work.</p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p>	<p><b>Autumn:</b> African call and response song (Animals) Dynamics, timbre, tempo and motifs (Space)</p> <p><b>Spring:</b> Orchestral Instruments (Traditional Stories) Musical Me</p> <p><b>Summer:</b> Myths and Legends/ On this island British songs and sounds</p>

	<p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low. Appreciating music from a wide variety of cultures and historical periods. To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>		
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<p><b>Musical Vocabulary used in Oak</b></p>	<p>Tempo: Fast, slow, heartbeat, in time, pulse, rhythm</p> <p>Pitch: high, low</p> <p>Structure: verse, Chorus, sections, sequence</p> <p>Dynamics: Forte, Piano</p> <p>Texture: thick, thin, layered</p> <p>Duration: long sound, short sound</p> <p>Notation: crotchet, quaver</p> <p>Orchestral, composer, improvise, motif, lyrics, voice percussion, instrumental, pluck</p>
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## SYCAMORE Year 3/ 4 Music

Performing	Compose	Listen and Appreciate	History of music	Kapow units for each term
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>	<p><b>Autumn:</b> Haiku, music and performance (Theme: Hanami festival) Body and tuned percussion (Theme: Rainforests)</p> <p><b>Spring:</b> Adapting and transposing motifs (Theme: Romans)</p> <p>Rock and Roll</p> <p><b>Summer:</b> Samba and carnival sounds and instruments (Theme: South America)</p> <p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p>

### Musical Vocabulary used in Sycamore

Tempo: off-beat, fast (allegro), slow (adagio)  
 Pitch: high, low  
 Structure: phrase  
 Dynamics: very loud (fortissimo), very quiet (pianissimo), getting louder (crescendo)  
 Texture: thick, thin, layered  
 Duration: long sound, short sound  
 Notation: crochet, quaver, major key, minor key, grid notation, octave, rest



Other: Ensemble, expressions, harmony

## ROWAN Music

Performing	Compose	Listen	History of music	Wider Opportunities
<p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to stave notation, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing as part of a brass band and following a musical director.</p>	<p>Performing a solo or taking a leadership role within a performance.</p> <p>Developing melodies using rhythmic variation and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p>	<p><b>Autumn:</b> Wider Opportunities –Brass</p> <p><b>Spring:</b> Wider Opportunities –Brass</p> <p><b>Summer:</b> Wider Opportunities –Brass</p>

### Musical Vocabulary used in Rowan

Tempo: andante, allegro, adagio  
 Pitch: ascending scale, descending scale  
 Structure: monothematic, binary, ternary, rondo  
 Dynamics: diminuendo  
 Texture: thick, thin, layered

Duration: staccato, legato  
 Notation: sheet music, staff notation, stave, bar  
 Timbre: full, round, smooth, breathy, woolly, muddy, warm, rich, open, closed

Other: musical director

## ASH Year 6

Performing	Compose	Listen	History of music	Kapow units for each term
<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p>	<p><b>Autumn:</b> Songs of WW2 Dynamics, pitch and tempo (Fingal's Cave)</p> <p><b>Spring:</b> Film Music Theme and variations (Pop Art)</p> <p><b>Summer:</b> Baroque Leavers songs and performance</p>

	<p>Constructively critique their own and others' work, using musical vocabulary.</p>	<p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>		
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**Musical Vocabulary used in Ash**

Tempo: largo, andante  
Pitch: ascending scale, descending scale  
Structure: monothematic, binary, ternary, rondo  
Dynamics: diminuendo  
Texture: thick, thin, layered  
Duration: staccato, legato  
Notation: semi-quaver, major, minor, 4/4 time, 3/4 time  
Timbre: Wider variety of families of instruments, more detailed descriptions of the sounds they are hearing, being able to choose a specific instrument for a desired effect

Other: Kodaly, clashing