



Our Lady of the Rosary RC Primary School

## Music Curriculum Overview

Our Journey

Love God

Others First

Respect All

## **Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. OLOR's high quality music education engages and inspires 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 develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **Aims**

The OLOR science curriculum 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Intent**

Music is a universal language that embodies one of the highest forms of creativity. Our principal aim is that children leave OLOR Primary School with a wide range of happy and rich memories in music, formed through interesting, enjoyable experiences. We aim to ensure that these experiences are full of opportunity and enrichment which enhance each child's awareness of their own abilities and strengths as musical learners.

Our high-quality music education will engage and inspire pupils to develop a love and passion for music as well as developing their ability as musicians. As a result, self-confidence, creativity, sense of achievement and well-being will be increased. We feel that it is important pupils be introduced to a diverse range of music from around the world and across generations. As a result, pupils will develop a critical engagement with music, allowing them to compose, and to listen with enjoyment and discrimination to a wide variety of music teaching them to respect and appreciate the music of different traditions, cultures and communities.

We are committed to ensuring children understand the importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.

## We aim for our children to:

- **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 use their voices to create and compose music on their own** and with others, have the opportunity to **learn an 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 inter-related dimensions: pitch, duration, dynamics, timbre, texture, structure and appropriate musical notations.

## Implementation

Teachers create a positive attitude to musical learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in Music. Our whole school approach to the teaching and learning music involves the following:

- Biweekly lessons of carefully planned and arranged topic blocks by the class teacher. This is a strategy to enable the achievement of a greater depth of knowledge which supports long term memory through regular looping. Topics are revisited and knowledge developed across each phase through focused musical activities.
- Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.
- Through our planning using the Charanga Music scheme, we ensure practical activities that allow children to apply their knowledge. Curiosity is celebrated within and beyond the classroom. Teachers plan engaging lessons often involving opportunities to perform to different audiences. Teachers use precise questioning in class to test conceptual knowledge and skills and assess pupils regularly to identify those children with gaps in learning so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners in line with the school's commitment to inclusion.
- We build upon the knowledge and skills gained in previous years. As the children's knowledge and understanding increases, they become more proficient in composing and performing.
  - Children are offered a wide range of extra-curricular activities, visits, trips and a wide range of opportunities to perform complement and broaden the curriculum.
- At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

## Impact

The impact of music lessons at OLOR is measured by assessing children's new knowledge, understanding and skills and their ability to use and recall this with fluency. This will be monitored by:

- Regular knowledge check activities.
- In school attainment tracking of Music

- Engagement in Music enrichment activities.
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring

The Music curriculum and resources are evaluated annually.

### **WHOLE SCHOOL OVERVIEW**

As a school, we are following the Charanga music scheme. The Charanga scheme of work is used from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. All units involve:

- Listening and appraising an anchor song
- Learning to sing the anchor song
- Learning to play instruments alongside the anchor song
- Improvise on the anchor song using instruments
- Learn about the interconnecting dimensions of music
- Learn ways to show musical notation (KS1 and KS2)
- Learn the key features of a genre (KS1 and KS2)
- Compose their own songs of the same genre (KS2)
- Perform the songs that they have learnt.



## Whole School Overview



	Autumn Term	Spring Term	Summer Term
Nursery	Nursery Rhymes	My Stories	Everyone
Reception	Me	Our World	Big Bear Funk
Year 1	Hey You! <i>Old-School Hip Hop</i>	In The Groove <i>Blues, Latin, Folk, Funk, Baroque, Bhangra</i>	Your Imagination <i>Pop</i>
Year 2	Hands, Feet and Heart <i>A range of South African music</i>	I Wanna Play in a Band <i>Classic Rock</i>	Friendship Song <i>Friendship songs Across a range of Musical Styles</i>
Year 3	Glockenspiel <i>Various Styles</i>	Three Little Birds <i>Bob Marley</i> <i>Reggae</i>	Bringing Us Together <i>Disco</i>

Year 4	Mamma Mia <i>Abba 1970's pop</i>	Stop <i>Rap and Classical</i>	Lean On Me <i>Soul/Gospel</i>
Year 5	Livin' On A Prayer <i>Bon Jovi</i> <i>80s Rock</i>	The Fresh Prince of Bel-Air <i>Will Smith</i> <i>Old School Hip-hop</i>	Dancing In The Streets <i>Martha and the Vandellas</i> <i>Motown</i>
Year 6	Happy <i>Pharrell Williams</i> <i>Pop/Motown</i>	A New Year Carol <i>English Folk Music</i>	You've Got a Friend <i>Carole King</i> <i>Soft Rock</i>

## EYFS

### Topic Overview

	Nursery	Reception
<u>Autumn Term</u>	Nursery Rhymes	Me
<u>Spring Term</u>	My Stories	Our World
<u>Summer Term</u>	Everyone	Big Bear Funk

Pupils are taught to:

- Sing songs, make music and experiment with ways of changing them
- Use what they have learnt about music in original ways, thinking about uses and purposes
- Represent their own ideas, thoughts and feelings through music
- To know twenty nursery rhymes off by heart.
- To know the stories of some of the nursery rhymes
- To move with the pulse of the music

### Key stage 1

## Pupils are taught:

- **Singing and Vocal Expression:**

To be able to sing songs and speak chants and rhymes using their voices in an expressive and creative way.

- **Instrumental Performance:**

To play both tuned and untuned instruments with musicality and some control over the sounds they make.

- **Active Listening:**

To develop their ability to concentrate and understand a variety of high-quality live and recorded music from different styles and traditions.

- **Sound Experimentation and Creation:**

To experiment with, create, select, and combine different sounds, beginning to understand how the basic dimensions of music work together.

- **Performing and Sharing:**

To perform what they have learned to an audience and work together as part of a group or ensemble, starting to understand the importance of starting and ending together.

- **Understanding Musical Elements:**

To recognise and talk about the basic elements of music, such as pulse, and discuss how music makes them feel.

- **Improvisation and Rhythmic Patterns:**

To perform simple rhythmic and melodic patterns by ear and begin to play back their own improvisations.

## Year 1

<b>Autumn</b>	<b>Hey You!</b>
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	<i>Old-School Hip Hop</i>
<b>Spring</b>	<b>In The Groove</b> <i>Blues, Latin, Folk, Funk, Baroque, Bhangra</i>
<b>Summer</b>	<b>Your Imagination</b> <i>Pop</i>

### Listening:

- Find the pulse and understand that it is the heartbeat of the music
- Recognise and name instruments that they can hear
- Identify 5 different musical styles-Blues, Baroque, Latin, Irish Folk, Funk and name some of them

### Musical Activities:

- Find the pulse
- Clap rhythms
- Sing in unison and in 2 parts
- Play instrumental parts accurately and in time as part of the performance using C and G
- Improvise as part of the performance using the notes C and G
- Compose a simple melody using simple rhythms as part of the performance using notes C and D

## Perform and Share

- Appraise the recorded performance and talk about how it made them feel

## Year 2

<b>Autumn</b>	Hands, Feet and Heart <i>A range of South African music</i>
<b>Spring</b>	I Wanna Play in a Band <i>Classic Rock</i>
<b>Summer</b>	Friendship Song <i>Friendship songs Across a range of Musical Styles</i>

## Listening:

- Find the pulse and understand that it is the heartbeat of the music
- Recognise and name instruments that they can hear
- Understand that songs have a musical style

### **Musical Activities:**

- Find the pulse
- Clap rhythms (long and short sounds) and know that rhythm is different to pulse
- Sing in groups recognising that sometimes songs have a question and answer section and a chorus
- Sing and dance together in time using actions
- Play instrumental parts accurately and in time as part of the performance using C, A and G, E and G
- Improvise as part of the performance using the notes C, F and G, E and G
- Compose a simple melody using simple rhythms as part of the performance using notes C and D

### **Perform and Share**

- Appraise the recorded performance and talk about how it made them feel

### **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 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.
- **Performing:**  
Play and perform music using voices and instruments with increasing accuracy, fluency, control, and expression in solo and group settings.
- **Improvisation and Composition:**  
Create musical ideas through improvisation and compose music for different aims, drawing on diverse musical structures, styles, and traditions.

### Musical Literacy and Understanding

- **Notation:** Understand and use staff notation and other musical symbols accurately.
- **Interrelated Dimensions:** Expressively use and understand the interconnected elements of music, such as pitch, rhythm, and dynamics, with greater sophistication.
- **Aural Skills:** Listen to a wide range of music, including live and recorded pieces, with attention to detail and develop a strong ability to recall sounds.

### Musical Knowledge and Appreciation

- **History:** Develop a deepened understanding of music's history and its context.
- **Cultural Appreciation:** Gain an appreciation for high-quality live and recorded music from various traditions, composers, and musicians.

### Year 3

<b>Autumn</b>	Glockenspiel <i>Various Styles</i>
<b>Spring</b>	Three Little Birds <i>Bob Marley</i> <i>Reggae</i>
<b>Summer</b>	Bringing Us Together <i>Disco</i>

### Listening

- Find the pulse
- Identify a pieces' structure

- Identify voices and instruments in a piece
- Explain how the words of a song tell a story

**Musical Activities using chime bars:**

- Learn to play and read the notes C, D, E, F
- Improvise using the notes C and D
- Compose using the notes C, D, E, F and C, A, G
- Copy back, play and invent rhythmic and melodic patterns

**Perform and Share**

- Make decisions about how to perform their music
- Performances will include one or more of the following: improvisations, instrumental performances, compositions
- Record and appraise performances

**Year 4**

<b>Autumn</b>	Mamma Mia <i>Abba 1970's pop</i>
<b>Spring</b>	Stop

	<i>Rap and Classical</i>
<b>Summer</b>	Lean On Me <i>Soul/Gospel</i>

### Listening

- Find the pulse-identify tempo changes and changes in dynamics and texture
- Identify a pieces' structure-verse, chorus, bridge, intro
- Identify voices and instruments in a piece
- Explain how the words of a song tell a story

### Musical Activities using chime bars and/or recorders

- Learn to play and read the notes C, D, E, F, G, A
- Improvise using the notes G and A, F and G
- Compose using the notes G and A and F,G and A
- Copy back, play and invent rhythmic and melodic patterns
- Singing and rapping in unison

### Perform and Share

- Make decisions about how to perform their music

- Performances will include one or more of the following: improvisations, instrumental performances, compositions
- Record and appraise performances

### Year 5

<b>Autumn</b>	Livin' On A Prayer <i>Bon Jovi</i> <i>80s Rock</i>
<b>Spring</b>	The Fresh Prince of Bel-Air <i>Will Smith</i> <i>Old School Hip-hop</i>
<b>Summer</b>	Dancing In The Streets <i>Martha and the Vandellas</i> <i>Motown</i>

### Listening

- Find the pulse-identify tempo changes and changes in dynamics and texture

- Identify a pieces' structure-verse, chorus, bridge, intro, guitar solo
- Identify voices and instruments in a piece
- Explain how the words of a song tell a story

### **Musical Activities using chime bars and/or recorders**

- Learn to play and read the notes D, E, F
- Improvise using the notes D, E, F,
- Compose using the notes D, E, F, G, A
- Copy back, play and invent rhythmic and melodic patterns
- Singing and rapping in unison
- **Perform and Share**
- Make decisions about how to perform their music
- Performances will include one or more of the following: improvisations, instrumental performances, compositions
- Record and appraise performances

### **Year 6**

<b>Autumn</b>	Happy Pharrell Williams
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	<i>Pop/Motown</i>
<b>Spring</b>	A New Year Carol <i>English Folk Music</i>
<b>Summer</b>	You've Got a Friend <i>Carole King</i> <i>Soft Rock</i>

### Listen and Appraise

- Describe the style indicators of the music
- Describe the structure of the song
- Identify voices and instruments they can hear
- Talk about musical dimensions
- Talk about the mood and story told

### Musical Activities using chime bars and/or recorders

- Learn to play and read the notes A, G, B and C, D, E, F
- Improvise using the notes A, G, B and A, G, E
- Compose using the notes C, E, G, A, B and E, G, E, A, D

- Copy back, play and invent rhythmic and melodic patterns
- Learn some musical phrases
- Singing and rapping in unison and in 2 parts

### **Perform and Share**

- Make decisions about how to perform their music
- Performances will include one or more of the following: improvisations, instrumental performances, compositions
- Record and appraise performances