



# Music Curriculum



## Subject Overview

The Music curriculum at Princess Frederica covers three main strands: singing, instrumental performance and composition. Each year group builds on the knowledge gained in the previous year. The focus of study in Music is on practical performance. For each year group, there will be an overview of the content taught to each year group followed by a more detailed outline of the curriculum tools and strategies used. For KS1 and KS2 extra-curricular activities are listed.

### Intent

- To enable every child to sing and have the opportunity to play and learn and perform on 8 instruments (claves, glockenspiel, ukulele, violin, African drums, trumpet, recorder, steel pans)
- To equip children to actively take part in collective worship for the glory of God (through church services, singing & clergy assemblies)
- To encourage and facilitate ensemble playing and performance opportunities
- To enable and encourage children to compose, arrange and perform songs
- To enable, encourage and support children learning and taking part in a range of Extra-curricular instruments and ensembles

### Implementation

- Weekly music lessons for all year groups
- Weekly singing assemblies for all year groups
- Half Termly concert opportunities
- Provision and facilitation of extra-curricular music lessons and ensembles

### Impact

- Pupils can play different instruments
- Pupils have developed understanding of theoretical concepts which can be transferred across instruments
- Children engage in music making in various contexts (class, concerts, collective worship)
- Pupils write and perform their own songs as part of a larger collaborative production

# Nursery

By the end of nursery, pupils can use their singing voices and tap the beat and rhythm of a song. The nursery sing a song as a class for the Nativity Production.

## Curriculum Tools & Strategies

- Children learn music in a weekly music lesson, and a weekly singing assembly
- Children learn songs which encourage movement (action songs), keeping a steady beat, and using their singing voice.
- Action songs such as 'Oh yes we can,' 'deep down in my heart' and 'I will stomp' are used to encourage movement
- To encourage the use of the singing voice, finger puppets with different 'voices' (whispering, higher voice, and singing voice) are used. Songs such as 'can you use your speaking voice,' 'jelly on a plate' are used to allow the children to explore different voices. Games such as 'singing voice Simon says' are used to encourage children to discern between singing and speaking voice. Songs with limited melodic range (typically focusing on a falling minor third (So-Mi) such as 'See-Saw' are used.
- Songs such as Hob Shoe Hob are used to encourage children to keep a steady beat (having an action and sound at the end of each line, and then taking this action away, so children have to observe a rest, keeping in time)
- Year 6 music play leaders are used to lead songs for the children. The year 6s model the effective use of the head voice

## Other Subject Links

Children sing songs related to other curriculum areas (ie. Counting songs for numeracy)  
Turn taking (ie. when learning a new song)

# Reception

By the end of Reception, pupils can use their singing voices, tap the beat of a song, play rhythmic patterns on claves, play simple rhythms on African Drums, play 3 note melodies on the glockenspiel and open-string melodies on the ukulele.

## Singing

- Pupils sing a song for the Christmas Nativity
- Pupils sing songs in assemblies and in church services
- Pupils sing curriculum related songs in class
- Pupils sing movement related songs which facilitate tapping along with the beat or rhythm of the song

## Instrumental

- Pupils play 3 note melodies on glockenspiel (with year 2 supporting, and guiding as and when necessary)
- Pupils play open-string melodies on the ukulele.
- Sing while playing a steady beat on the African Drums
- Children learn simple patterns on the claves

## Curriculum Tools & Strategies

- For singing, similar strategies to the Nursery are used, with higher expectations of children
- For Glockenspiel and Ukulele, instrumental playing is preceded by singing. Songs are sung and beat actions are devised to accompany singing, to encourage children to sing (and play) in time without speeding up. Children then sing songs marking out high and low pitch. Children sing the songs using solfège syllables, then the note letter names, while 'pointing' with their finger to where the note would physically be. (ie. For 'EDC' children point right, middle left in preparation for glockenspiel. For the ukulele children hold up one hand with four fingers, and with the other hand pointing to the top finger to correspond to the top ukulele string.)
- When children play on the glockenspiel, song notes are colour co-ordinated. The children then sing, for instance 'blue, green, red' for the notes E, D, C, pointing to coloured stickers on the glockenspiel.
- Year 2 children help the children to learn glockenspiel and ukulele by modelling and by guiding the children to play the right notes (singing and pointing to the correct notes as the Reception children play)
- As with the Nursery, year 6 music play leaders lead singing, modelling the effective use of the head voice.

## Other Subject Links

Children sing songs related to other curriculum areas (ie. Counting songs for numeracy)

Turn taking (ie. when learning a new song)

Team-work (passing on claves)

# Year 1

By the end of Year 1, the children will be able to play crotchets and crotchet rests on the violin, plucked and bowed. Children will start to learn basic patterns and routines in African Drumming and Dancing.

The Violin Programme, 'Music's Cool' is taught by Ms Krisztina from the Brent Music Service. African Drumming and Dancing are taught by Danny from Venavi Drums.

Children also sing a song as a class in the Christmas Nativity and take part in weekly singing assemblies.

Throughout the year, in the Music's Cool programme, children are taught to do the following

## Singing

- Sing simple songs from memory with enjoyment and expression
- Sing simple songs accurately at a given pitch (SMLD)
- Sing alone and with others with awareness of pitch
- Have an understanding of the shape of the melody
- Use their voices confidently in a variety of ways

## Instrumental

- Hold the violin correctly and comfortably in rest and playing position
- Control the bow in a relaxed preparatory bow hold
- Pluck and bow open strings confidently, coordinating with the beat
- Perform a steady beat and a simple rhythm with confidence
- Play a piece from memory with a simple accompaniment
- Know the names of the open strings
- Know the names of the basic parts of the violin
- Demonstrate an understanding of how to take care of the violin

## Movement/Beat/Rhythm

- Keep a steady beat with their hands on knees while singing and listening to music
- Keep a steady beat with their feet (walking or marching) for short periods
- Coordinate movements with others during singing games
- Speak and clap and play simple rhythmic patterns in the context of a beat
- Read rhythm patterns with crotchets, quaver pairs and crotchet rests

For African Drumming and Dancing, the following are developed:

- Alertness
  - ⇒ Through rhythmic activities that demands quick response.
- Concentration
  - ⇒ All Drumming and Dancing activities demand a good level of concentration to succeed.
- Collaboration
  - ⇒ As children are well supported to succeed they grow in confidence learning new skills leading to increased self-esteem.
- Confidence in themselves
  - ⇒ Learning in an environment where mistakes are seen as part of the learning process.
- Listening Skills
  - ⇒ As rhythmic activities demand listening, concentration and response.
- Creativity
  - ⇒ As they are involved in making live music with professional musicians and also developing their own skills.
- Co-ordination
  - ⇒ Through Rhythmic activities which are musical "brain gym".

## Extra-curricular opportunities:

- External organisations such as Lycaem Music, with the 'double decker music bus' are invited in to allow children to explore different instruments.

## Year 2

By the end of Year 2, we expect children to have sing a solo (duet) during the Christmas Nativity, and to have learnt and supported others to learn on the glockenspiel and ukulele.

### Singing

- All children sing a solo (or duet) for the Christmas Nativity.
- Children are taught Solfege and Curwen hand-signs in preparation for them learning melodies on glockenspiel.

### Instruments

- Children learn Drumming/Dancing, Ukulele and Glockenspiel

### Curriculum Tools & Strategies

- For singing, Nativity songs are used (most of these are composed for the children, and are allocated according to the children's vocal range.)
- For singing, attention is given to children using their singing voice (through the use of warm ups such as 'parachute' which use vocal sirens); and exploring their head voice (and the transition between chest and head voice, using scale-based warm ups such as 'elevator')
- Children are also encouraged to sing solos, to firstly develop their confidence, and secondly as an assessment tool to gauge which Nativity Song would be appropriate for them.
- Warm-up songs include songs such as 'elevator,' 1-2-1, Do-Re-Do (which introduces Curwen hand signs), and 'parachute'
- For glockenspiel, initially three note melodies using E, D and C, such as 'playing music' are used. Later, the notes F and G are introduced. Advanced children then play the melody a 3rd up (EDC=GFE)
- For Ukulele, songs using the open strings are used, such as 'Caterpillar,' and 'Cobbler, Cobbler.' Later, children learn simple chords, such as C and A minor.
- For glockenspiel and ukulele, similar strategies to those in Reception are used, but with much higher expectations. Coloured notation is also gradually replaced by plain notation, encouraging children to read the notes C, D, E, F and G in the treble clef.
- Once children have mastered the basics of glockenspiel and ukulele, the year 2 children then help Reception children to learn the instruments– through modelling, and guiding the younger children in how to play.
- Drumming/Dancing builds on content learnt in year 1

### Other Subject Links

- The Nativity has strong RE links, where through songs, children will need to learn and memorize portions of Scripture.
- SMSC: children develop leadership skills when teaching ukulele and glockenspiel to younger years.

### Extra-curricular opportunities:

- Selected children in (from the violin programme in year 1) are invited to continue the violin in small groups.
- Other children are invited to learn the 'cello in Suzuki inspired lessons
- As with year 1, External organisations such as Lycaem Music, with the 'double decker music bus' are invited in to allow children to explore different instruments.

## Year 3

By the end of Year 3, we expect children to know the fingerings for 5 notes on trumpet, to play melodies on recorder, to play cross-rhythms in African Drumming and learn extended dances in African Dancing.

### Singing:

- Children take part in KS2 singing assemblies-with a much greater focus on part-singing

### Instruments:

- Children learn trumpet, recorder, drumming and dancing

### Curriculum Tools & Strategies:

- In assemblies, children sing canons such as 'Ah poor bird' and sometimes sing songs in 2 part harmony, such as 'Way Maker.' Children also sing songs with 2 different parts, such as 'Harvest Samba'
- On the trumpet, children learn 5 note songs such as 'Jingle Bells'
- On recorder, children learn 3 note melodies such as 'Hot Cross Buns'
- Following on from instrumental strategies used in Year 2, children continue to sing songs before playing them. Songs are sung using solfege syllables and letter names.
- When children sing the letter names of songs, 'notes' are marked out on the children's hand (the child holds out one hand, fingers splayed horizontally in front of them. Each finger denotes a line on the stave. The other hand points to lines or spaces on the 'stave' to denote each note.) This leads to further work on understanding notation.
- Drumming/Dancing content builds on that of year 2

### Extra-curricular opportunities

- Children have the opportunity to learn violin, 'cello or guitar.
- Following the whole class trumpet teaching, selected children are invited to continue lessons.
- Children can take part in the choir
- Some violin players are invited to join the school orchestra

## Year 4

By the end of Year 4, the children will be expected to play recorder in 4 part ensemble, play and memorize songs on steel pans, compose and perform songs for the Easter Musical. Steel pans are taught by Mr Clarke.

### Singing:

- Pupils compose songs for their Easter Musical, then perform these in small groups.

### Instruments:

- Children play recorder and steel pans in class ensemble settings.

### Curriculum Tools and Strategies

- On the recorder, strategies from year 3 (solfege singing, singing notes, while marking out the note on a hand 'stave') are used to a higher level.
- On the recorder, songs such as 'It's Me' and 'Who's that Yonder' are arranged into four parts. The two 'Soprano' recorder parts are differentiated, one being significantly harder than the other. Children are also given the opportunity to play the Alto and Tenor recorders.
- In writing songs for the Easter Musical, children write their own poems, then set these to music– literally 'singing' their poem.

### Other Subject Links

- Children have the opportunity to write the script and songs for the Easter musical. This links in with English and RE.

### Extra-curricular opportunities:

- Children can take small group lessons on guitar, violin, 'cello, trumpet, trombone, French Horn, clarinet, flute and drumkit
- Children can take part in the choirs and orchestra
- Through the Brent Music Service children have access to opportunities such as the Brent Ensembles (ie the Brent Orchestras and choirs), and special events, such as the Recorder Workshop with the Orchestra of the Age of Enlightenment

## Year 5

By the end of Year 5, we expect children to be able to play and memorize songs on steel pans and ukulele. Children also compose and notate music using Musescore software. Steel Pans are taught by Mr Clarke.

### Singing:

- Children sing songs while accompanying themselves on ukulele.

### Instruments:

- Children play steel pans and ukulele.

### Curriculum Content and Strategies

- On the Ukulele children learn open string melodies such as 'Three Little Birds,' songs using frets on a single string such as 'Shackles' before progressing to other more challenging songs
- Children learn basic chords (C, Am, F, G) and strumming patterns.
- On Musescore, children learn how to compose music using various compositional devices, such as sequences, retrograde and inversion.

### Extra-curricular opportunities:

- Children can take small group lessons on guitar, violin, 'cello, trumpet, trombone, French Horn, clarinet, flute, saxophone and drumkit
- Children can take part in the choirs and orchestra
- Some children are invited to join the school Steel Pan Band
- The Brent Choir of the Year Competition, Prom Praise for Schools and Brent Makes Music take place Biannually. We normally take the choirs to these events.
- Each year an ensemble sponsored by the Cavatina Music Trust come in to deliver concerts



## Year 6

By the end of Year 6, the children will have learnt further skills on ukulele and steel pans. Children write, compose, direct and stage their Summer Production. Steel Pans are taught by Mr Clarke.

### Singing:

- Children sing songs while accompanying themselves on ukulele, or on other instruments in a band setting.

### Instruments:

- Children continue to learn steel pans to a higher level
- Children play steel pans, ukulele and form a class band.
- Children bring in other instruments they have learnt (ie saxophone, guitar etc) to form a class band.

### Curriculum Content and Strategies

- Following on from year 5, children learn more chords on the ukulele, in order to play in a class band setting.
- Children write the script and libretto for their Summer Production. They compose the songs throughout the year, then collectively work together to produce the show in the Summer Term.

### Extra-curricular opportunities:

- The opportunities from year 5 continue in year 6.

# National curriculum in England: Music

## 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.

## Aims

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

## Attainment targets

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.

## Key Stage 2

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

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.

(Taken from the DfE: Statutory Guidance)

### Assessment

- Pupils are assessed on whether they are Working Towards end of Year expectations, Working at the Expected Standard or Working at the Expected Standard in Greater Depth.
- Pupils are assessed by teachers according to the end of year expectations as set out in this document. Teacher assess all through the year and helps to form a 'teacher assessment.'
- End of year judgements for Music are communicated in the end of year report for children in Years 1-6. No judgement is made in Nursery or Reception but the subject may be referred to in comments on end of year reports
- Children learning extra-curricular instruments are encouraged, where appropriate, to take music exams.

### Helpful Web Links

<https://www.brent.gov.uk/bms> (information about borough-wide ensembles, peripatetic lessons)

<http://www.cavatina.net/> (information about free school concerts available to schools)

<https://www.bethsnotesplus.com/> (resources, sheet music)

<https://musescore.org/en> (free music notation software)