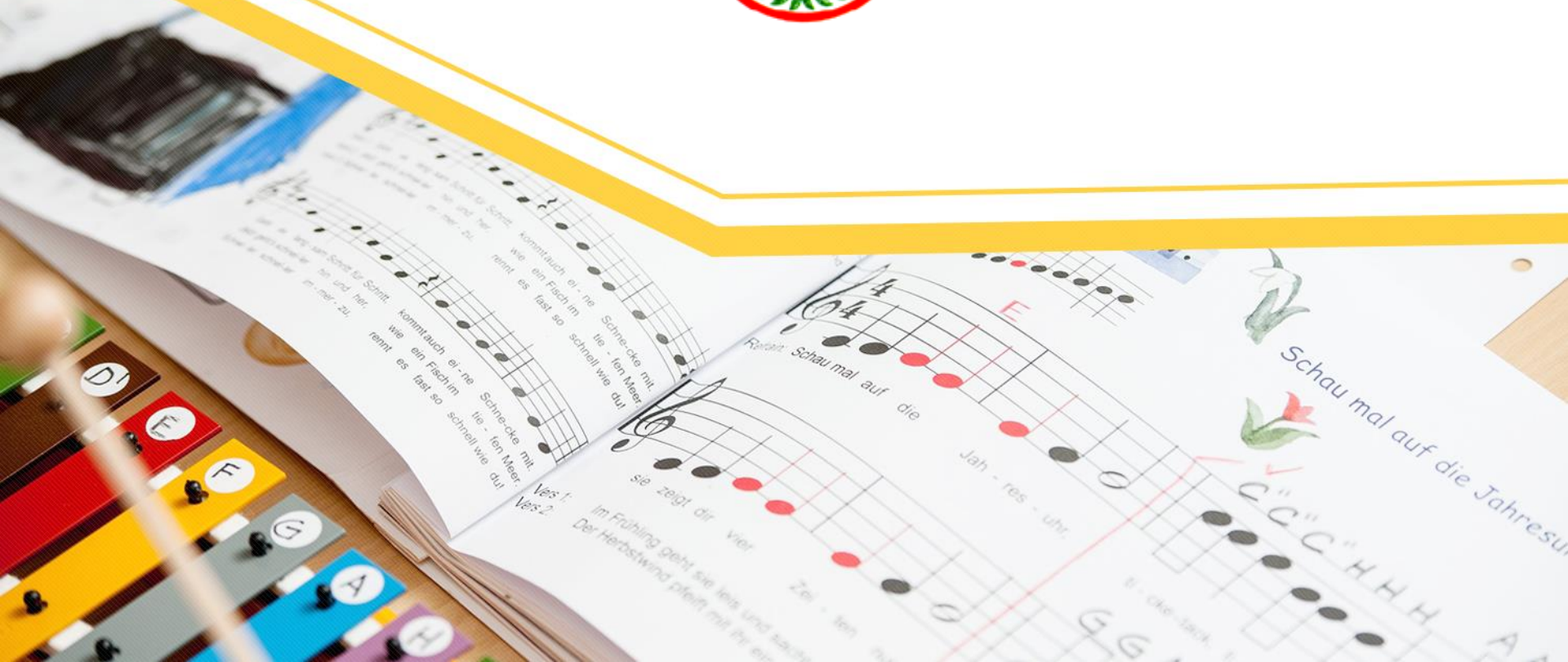


SEC Music Curriculum



Our journey so far...



National Curriculum Objectives

The National Curriculum in KS1 and KS2 states that “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.”

Music – key stages 1 and 2

Subject content

Key stage 1

Pupils should be taught to:

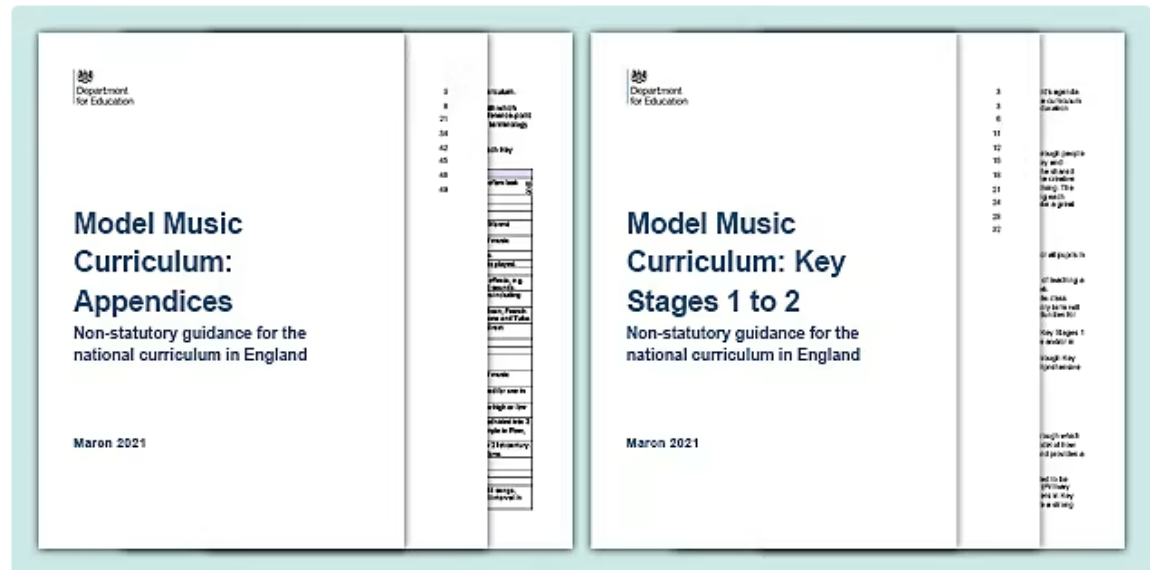
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the 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.



Our Music Ethos

At St Edmund Campion we want to foster a life-long love of Music. Through our work with Nicky Pearce, a specialist music teacher, we have developed a bespoke Music Curriculum. Through this we hope to foster creativity, confidence and self-expression in all our children. Our children are on a musical journey from their first day with us and we aim to foster a passion for Music by singing, listening, responding, composing, playing, performing and evaluating. Music is woven into daily school life and learning. We believe our music lessons are lively, interactive and engaging for all children of all abilities.



Implementation



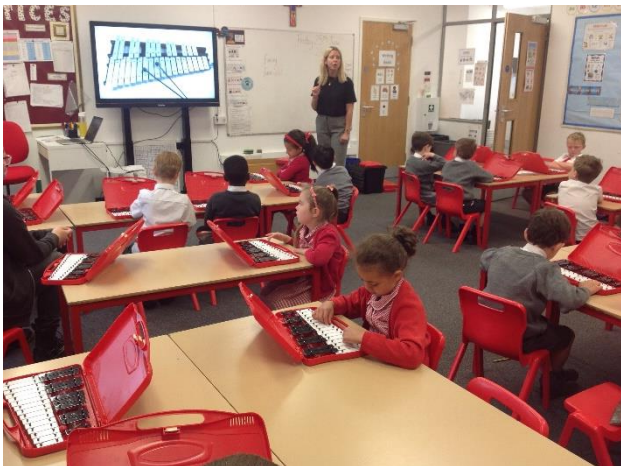
How do we do this?

- **Dimensions of Music** – the dimensions of Music are the back-bone of every Music lesson that takes place in our school. Children can confidently use this language to discuss music and understand how it is made, played, appreciated and analysed.
- **Limitless Music curriculum** – this allows each child to reach their true potential. This is already evidenced in Year 1 where children confidently remember and use terms such as pitch, tempo, rhythm.
- **Taking a cross curricular approach** – choosing high quality pieces of Music that link to their termly topic allows for a greater depth of learning
- **Familiarity** – picking pieces of Music that children are familiar with keeps their learning relevant and exciting
- **Focus on performance** - We strongly believe that children should be given the opportunity to share their musical skills at different events both in and outside school. It is our aim that each child becomes a confident performer.

The 5 strands of the Music curriculum

Our Music curriculum ensures that our children get the opportunity to:

- Sing
- Listen and appraise a range of classical and modern Music
- Play an instrument (Glockenspiel, African drums)
- Perform and Share – Advent and Easter celebrations, Year 6 productions, Class assemblies, Music concerts,
- Compose, improvise and evaluate



Progression of skills



Music St Edmund Campion

Autumn						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Listen & Appraise Singing Perform & Share	Listen & Appraise Composition & Improvisation Perform & Share Singing	Singing Perform & Share	Listen & Appraise Composition & Improvisation Singing	Listen & Appraise Composition & Improvisation Singing	Composition & Improvisation Singing
Spring						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Listen & Appraise	Singing Composition & Improvisation Play Instruments	Composition & Improvisation Playing Instruments	Listen & Appraise Playing Instruments Perform & Share Singing	Listen & Appraise Perform & Share Singing	Playing Instruments Singing Perform & Share
Summer						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Composition & Improvisation Playing Instruments	Composition & Improvisation	Listen & Appraise	Listen & Appraise Composition & Improvisation Singing	Playing instruments Singing	Playing Instruments Singing Listen & Appraise Perform & Share

Progression of skills

Singing

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Sing a few familiar songs including nursery rhymes linked to topic</p> <p>Build a repertoire of songs</p>	<p>Sing a simple melody in tune</p> <p>Understand why we warm up our voices</p> <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range. Include pentatonic songs</p> <p>Sing a wide range of call and response songs. To control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Recognise a call and response style</p> <p>Identify a verse and chorus in a song</p> <p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>Use correct posture when singing and learn to sing with an awareness of the need for good diction</p> <p>To sing in a round</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range tunelessly and with expression.</p> <p>Perform forte and piano, loud and soft and perform actions confidently where appropriate.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies</p>	<p>Sing songs from memory with accurate pitch</p> <p>Sing songs by ear and from simple notations</p> <p>Continue to sing a broad range of unison songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs in school assemblies.</p>	<p>Follow the leader/conductor and have a chance to be the leader/conductor</p> <p>Have a greater understanding of melody, words and their importance and how to interpret a song musically – Holy Week/Advent</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school</p>	<p>Sing in harmony confidently and accurately</p> <p>Have a greater understanding of melody and words, their importance and how to interpret a song musically</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Continue to sing three- and four-part rounds.</p> <p>Perform a range of songs as a choir in school assemblies to a wider audience</p>

Prior learning acquired:

- Children will be able to perform and talk about music confidently.
- To listen attentively in a range of situations.
- Tap-out simple repeated rhythms and make up rhythms
- Explore the sounds of different instruments
- I can talk about what I have heard and what I think and feel about it.
- Children will be able to perform and talk about music confidently.
- I can sing on my own or in a group increasingly matching the pitch, pulse and following the melody.
- I can perform in front of others in a group or on my own.
- I can make my singing voice loud and quiet.
- I can remember and sing a whole song.

Spring 1	Objective	Activities	Resources
1	<p>Musical notes - Identify minims and crotchets and know their duration</p> <p>Clap and improvise simple rhythmic patterns</p> <p>Follow pictures and symbols to guide singing and playing</p> <p>Sing a simple melody in tune, simple tunes, singing collectively with the same pitch using visual directions (e.g. stop, start, loud, quiet) and counting in.</p>	<p>Musical terms recap – pulse, tempo, pitch rhythm – all notes learned so far recap and check. Create simple rhythms to share using these notes. Write these on the board to introduce reading music notes for rhythm.</p> <p>Singing - Hot and Cold – Song Warm up voices, teach pitch and shape of each line, teach as call and response using actions. Vary volume, starting and stopping etc.</p> <p>Listening – Vivaldi – Winter v Summer. Listen to both and identify instruments, the differences between both pieces. Watch Winter https://www.youtube.com/watch?v=UWq5ugyMjlc and identify instruments and Summer - https://www.youtube.com/watch?v=-SUvnM3nqfU</p>	PP and lyrics of the song
2	<p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>	<p>Singing - Vocal Warm Ups Recap Hot and Cold Song and perform, look at dynamics and check pitch. Start Zip a De Do Dah. Create short rhythms and clap these as an ostinato to accompany the song.</p> <p>Listening - Vivaldi Spring V Autumn – compare, contrast and recognise instruments and start to identify each of the four</p>	A selection of instruments tuned and untuned Graphic score

SEC MUSIC PLANNING

Year: 1

	<p>Explore percussion sounds to enhance storytelling</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>Recognise how graphic notation can represent created sounds.</p>	<p>seasons. State which they prefer and why. https://www.youtube.com/watch?v=3LiztfE1X7E – Spring https://www.youtube.com/watch?v=PapzGRO9edU - Autumn</p> <p>Composing and Playing - Explore percussion sounds to enhance storytelling – use instruments to enhance the story of each season create by Vivaldi.</p> <p>Four groups – select instruments and name these, play these to represent their season. Play along with their season.</p> <p>Create and Play to graphic score as a whole class. Create a simple weather song with each four groups playing at different times following a simple graphic score.</p>	
3 Teacher led	<p>To perform in front of others singing confidently in pitch with a good sense of pulse</p> <p>To talk about what I have heard and what I think and feel about it and to identify each of Vivaldi's seasons.</p>	<p>Perform – finish learning and singing Zip a de do dah and perform Hot and Cold song</p> <p>Listen and Appraise - Split page into four and draw their own picture of each season inspired by the music of Vivaldi. Which do they prefer and why? Recognise different instruments used in each piece.</p>	<p>Paper and drawing pencils and crayons Film the songs or perform in an assembly</p>

Impact statement

At SEC we are MUSICIANS!

Each child has access to an engaging and fun Music curriculum that not only reflects the world they live in now, but also gives them access to appreciate of the History of Music.

The well-being of our children is enhanced through their musical experience in school and provides a sense of balance alongside their academic learning.

Our children love to sing in assemblies and Masses, they want to learn an instrument, they enjoy performing in their celebrations, they are keen to join the choir/band. We aim to create a life-long love of Music and performance in our children.



Wider opportunities

Outside of the classroom there a vast array of opportunities that enrich children's musical experiences:

- School band
- Year 3/4 and 5/6 choir
- Year 6 Boy's choir
- SEND Music therapy
- Gifted and talented programme
- External instrumental lessons
- Recorders (From Year 1 – Year 6)
- Links with the Cathedral
- Music sessions with authentic African drummers
- Music concerts
- Operatic vocal workshops

And many more!



Friday 10th November

We have been working on our phonics and spelling. We have started a group on how to read the words. We have been using the phonics book and the spelling book. We have a new spelling book.

Composing Theme Graphic Notation

Part 1	
Part 2	
Part 3	
Part 4	



Counting - we read to grow Big and Spidey's tree.

Friday 10th September 2021

Choir - count rhythm

In week one, we learned to clap to a beat and learned what some of the notes represented. In week two, we made musical instruments and got to play them to a song alongside traditional and African music.

Choir -
- 1 line
- 4 bars
- 4/4 time
- 2 beats



We follow the step-by-step instructions and use our counting to keep in time. This term we are learning a dinosaur routine.

13.01.2022



THANK YOU

