

Wembdon St George's Church School

Our Learning in Music
2022-2023



Wembdon St George's Church School Curriculum Intent:

We value Music and aim to make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self- confidence and sense of achievement.

Our teaching focuses on developing the children's ability to, sing in tune and with other people, play tuned and untuned musical instruments with increasing control, fluency and expression and listen critically to a wide range of music from different periods, genres, styles and traditions.

As children progress through the school they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation. By Key stage 2 children will begin to improvise and compose music for a range of purposes using the interrelated dimensions of music.

We aim to develop the skills required for this by focussing our curriculum in the areas of:

- Listening and Appraising music
- Singing
- Playing
- Improvisation
- Composition
- Performance

2022-2023	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Christian Values	Trust	Compassion	Wisdom	Forgiveness	Koinonia	Service
EYFS	EYFS - Me – Songs only	EYFS -Everyone – Songs only	EYFS - Our World – songs only	EYFS - My stories – songs only	EYFS - Bib Bear Funk – songs only	EYFS - Musical activities – songs only
Y1	Hey you	Rhythm in the way we walk and banana rap	In the groove	Round & Round	Your imagination	Reflect rewind & replay
Y2/3	Hands feet heart	Ho ho ho	I wanna play in a band	Zootime	Friendship song	Reflect rewind replay
Y4/5	Living on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the street	Reflect rewind replay
Y6	Brass lessons		A new Year Carol	You've got a friend	Music & me	Reflect rewind replay

	Knowledge	Skills
Year One and Two	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>
Year Three and Four	<p>To choose one song and be able to talk about: Its lyrics</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>Identify the main sections of the song</p> <p>Name some of the instruments they heard in the song.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>
Year Five and Six	<p>The historical context of the songs. What else was going on at this time?</p> <p>Know and talk about that fact that we each have a musical identity</p>	<p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>

	Knowledge	Skills
Year One and Two	<p>To confidently sing or rap five songs from memory and sing them in unison. To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Learn to find a comfortable singing position.</p>
Year Three and Four	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>
Year Five and Six	<p>To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>

	Knowledge	Skills
Year One and Two	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Know the names of untuned percussion instruments played in class</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p>
Year Three and Four	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>Play any one, or all of four, differentiated parts on a tuned instrument –a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>
Year Five and Six	<p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To lead a rehearsal session</p>

	Knowledge	Skills
Year One and Two	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Year Three and Four	<p>To know and be able to talk about improvisation:</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisation</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>
Year Five and Year Six	<p>To know three well-known improvising musicians</p>	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>

	Knowledge	Skills
Year One and Two	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
Year Three and Four	<p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Year Five and Six	<p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p>

	Knowledge	Skills
Year One Year Two	<p>A performance is sharing music with other people, called an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>
Year Three and Four	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>Present a musical performance designed to capture the audience.</p>
Year Five and Six	<p>To know and be able to talk about:</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To discuss and talk musically about it –</p> <p>“What went well?”</p> <p>and</p> <p>“It would have been even better if...?”</p>