



Hallaton CE Primary School – The Big Picture - Music

Our Over-arching Intent	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum				
Aims of our Curriculum – by the end of their time with us at Hallaton we aim...	To develop successful, engaged children, who enjoy learning and who are knowledgeable and skilled, make progress and achieve to their highest potential		To develop independent, confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future		To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society
Music	Be confident performers, composers and listeners who are able to express themselves musically at and beyond school.	To show an appreciation and respect for a wide range of musical styles from around the world, understanding how music is influenced by wider cultural, social and historical contexts.	To understand ways in which music can be written down to support performing and composing activities.	To demonstrate and articulate an enthusiasm for music, identifying their own musical preferences.	
Core School Value	Learn, Grow, Flourish				
Learning Powers	Be Responsible	Be Respectful	Be Resilient	Be Reflective	Be Remarkable
The Intrinsic Core of Music – our Intent –	The children follow a progression of lessons from Kapow scheme of work. The children also listen and reflect on a piece of music per day during collective worship and are exposed to a variety of composers, from different cultures and ages.				
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.		

How we organise learning in Music, through the development of Big Ideas	
Explore and Investigate Whole School Big Ideas	Pitch, Dynamics and Tempo
	Timbre
	Texture and Structure
	Notation and Duration
	<p>Pitch refers to how high or low a note sounds. Dynamics refer to how loud or soft a sound is. Tempo refers to how fast or slow a piece of music is.</p> <ul style="list-style-type: none"> • Tuned instruments play a range of pitched notes. The group of pitches in a song is called a ‘key’. • A minor key can be used to make the music sound sad; a major key can create a bright, happy sound. • Dynamics can change the effect a sound has on the audience. • The ‘pulse’ is the steady beat that goes through the music. • The tempo of a musical phrase can be changed to achieve a different effect. • A melody can be adapted by changing its dynamics, pitch or tempo
	<p>‘Timbre’ means the ‘quality of sound’ and that different instruments sound different playing a note of the same pitch. This can be used to create characters, stories, mood and style in music:</p> <ul style="list-style-type: none"> • Musical instruments can be used to create ‘real life’ sound effects. • An instrument can be matched to an animal noise based on its timbre. • Group instruments based on their timbre can create contrasting textures in music. • Human voices have their own timbre and this can be adapted by using the voice in different ways. • Timbre can be thought of as ‘tone colour’ and described in many ways e.g. warm or cold, rich or bright.
	<ul style="list-style-type: none"> • Music has layers called ‘texture’. Its sounds are organised into a structure and a music piece can have more than one section e.g. verses and a chorus. These add interest and complexity to a piece of music:
	<ul style="list-style-type: none"> • Music can be written down using pictures and/or symbols so that someone else can play it Notation can also indicate rhythm and duration i.e. the pattern of long and short notes:

	<ul style="list-style-type: none"> • Music often has more than one instrument being played at a time. • A graphic score can show a picture of the layers or 'texture'. • Different instruments and rhythms can be combined to create layers of sound. • Harmony means playing two notes at the same time, which usually sound good together. • Poly-rhythms are where many rhythms are played at once. • Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. 	<ul style="list-style-type: none"> • Duration means how long a note, phrase or whole piece of music lasts. • Different notes have different durations and these are represented by different notations e.g. crotchet, minim. • Graphic notation means writing music down using your choice of pictures or symbols but staff notation means music written more formally on special lines called 'staves'. • Representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. • Playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. • Reading music means using how the written note symbols look and their position to know what notes to play.
--	---	--

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

Explore and Investigate Whole School Big Ideas	Listening	Performing	Composing	History of Music (KS2)
	Discern musical techniques, instruments and inter-related dimensions (see 'Big Ideas') when appraising a piece of music Listen to, review and evaluate a range of music Employ active listening to listen with discrimination.	Learn to sing and to use their voice to perform on their own and with others. Understand that meaning can be communicated in a performance, including through the inter-related dimensions (see 'Big Ideas'). Use appropriate musical notations to perform music composed by another Have the opportunity to learn a musical instrument; tuned and un-tuned	Create and compose music on their own and with others. Use appropriate musical notation to record music so it may be performed by another. Understand how music is composed to convey meaning, including through the inter-related dimensions (see 'Big Ideas'). Use technology to compose and record	Critically engage with music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Implementation: How do we deliver our Curriculum?

Progression	Progression in Learning from Reception to Year 6 is outlined in our PSHCE Overview and End Points document. The units are taught in a spiral curriculum that revisits each theme every two years.
Early Years	Children's development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to Music can be found in our Music Overview and End Points document

EYFS themes

Personal, Social and Emotional Development			Understanding the World				Physical Development
Making Relationships	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Health and Self-Care	People and Communities	Technology	The World	Health and Self-Care

Key Stage 1 - Year 1 & Year 2

Big Ideas – Planned Progression of Components for Key Stage One	<p>Listening - Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Performing - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p> <p>Composing - Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
--	---

Key Stage One Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>Nativity Performance - Perform as an ensemble using voices as instruments and with some awareness of others. - Perform simple actions, in time, to accompany songs sung.</p> <p>Pulse and rhythm (Theme: All about me)</p> <p>Pitch and tempo (Theme: Superheroes)</p> <p>Musical vocabulary (Theme: Under the sea)</p> <p>Vocal and Body Sounds (Theme: By the sea)</p>	<p>Nativity Performance -</p> <p>Timbre and rhythmic patterns (Theme: Fairy tales -</p> <p>Myths and Legends</p> <p>African call and response song (Theme: Animals)</p> <p>Orchestral instruments (Theme: Traditional western stories)</p>

Lower Key Stage 2 - Year 3 & Year 4

Big Ideas – Planned Progression of Components for lower Key Stage two	<p>Listening- Listen with attention to detail and recall sounds using aural memory. Appreciate and understand a range of high-quality live and recorded music from a variety traditions.</p> <p>Performing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with some accuracy, fluency, control and expression. Begin to use staff notation, and use other musical notations, to play pieces composed by others.</p> <p>Composing - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Begin to use staff notation, and use other musical notations, to write down own musical compositions.</p> <p>History of Music - Appreciate and understand a range of high-quality live and recorded music drawn from great composers and musicians. Begin to develop an understanding of the history of music</p>

Lower Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>Ballads</p> <p>Pentatonic melodies and composition – Chinese New Year</p> <p>Developing Singing Technique – Vikings</p> <p>Traditional Instruments and improvisation - India</p>	<p>Body and tuned percussion – Rainforests</p> <p>Changes in pitch, tempo and dynamics – Rivers</p> <p>Samba and Carnival sounds and instruments</p> <p>Adapting and transposing motifs – Romans</p>

Upper Key Stage 2 - Year 5 & Year 6

Big Ideas – Planned Progression of Components for Upper Key Stage two	<p>Listening - Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.</p> <p>Performing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations to play pieces composed by others.</p> <p>Composing - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations to write down own musical compositions.</p> <p>History of Music - Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. Continue to develop an understanding of the history of music.</p>

Upper Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	Composition notation – Ancient Egypt Blues Songs of World War Two Composition to represent the festival of colour – Holi Festival	Dynamics, pitch and tempo – Fingal’s Cave Theme and Variations – Pop Art Baroque Composing and performing a leavers song
Impact	Most children achieve the End Point Milestones for Music	
	Children become...	
	Reflective , engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how remarkable they are.	Resilient , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.