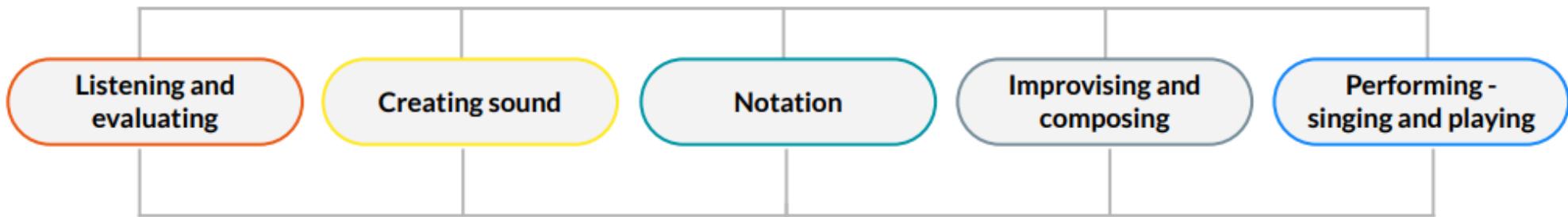


Angram Bank's Big Bus Curriculum

Music



Music

At Angram Bank our intention is to provide a high quality music education which engages and inspires pupils to develop a love of music and build upon their musical talents. This will increase their self-confidence, creativity and sense of achievement. We implement this through following the Kapow scheme of work which progressively sequences the National Curriculum statements and provides an opportunity for Year 3 children to learn to play an instrument in line with the Model Music Curriculum. Children are taught to listen with concentration to high quality music and to create, and compose music. The impact is that our children develop a growing confidence and understanding of music. We design and create many opportunities to perform and showcase their musical confidence.

Design and Planning Non-Negotiables

- We follow Kapow which covers all National Curriculum statements
- Progression framework includes skills, knowledge and concepts children should know by the end of each year group
- The progression framework identifies endpoints for each year group
- Key concepts and vocabulary are identified and taught throughout the teaching sequence
- The units are taught in the given order

At the session planning stage:

- Previous learning is revisited throughout the sequence
- We annotate the planning to adapt to the needs of our children



Angram Bank's Music Key Concepts

Every child will become confident with the key concepts in Music. Each concept will be further developed in each key stage at the appropriate depth. These concepts will be shown in **bold** throughout the document.

Green = new to that key stage

| | | |
|-----|---|--|
| FS | Pitch Dynamics Tempo | |
| KS1 | Pitch Dynamics Tempo Pulse Duration Timbre Texture Structure Appropriate musical notation | KS2 Pitch Dynamics Tempo Pulse Duration Timbre Texture Structure Appropriate musical notation |

Music - The National Curriculum

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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

Music Curriculum Map

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---------------|---|--|--|--|
| EYFS | Celebration Music | Music and movement | Musical Stories | Big band |
| Year 1 | Keeping the pulse (My favourite things) | Sound patterns (Fairytales) | Pitch (Superheroes) | Musical symbols (Under the sea) |
| Year 2 | Call and response (Animals) | Instruments (Musical storytelling) | Structure (Myths and legends) | Pitch (Musical me) |
| Year 3 | Instrumental Lesson Unit 1: South Africa | Pentatonic melodies and composition (Theme: Chinese New Year) | Instrumental Lesson Unit 2: Caribbean | Developing Singing Technique (Theme: Vikings) |
| Year 4 | Adapting and transposing motifs (Theme: Romans) | Body and tuned percussion (Theme: Rainforests) | Samba and carnival sounds and instruments | Changes in pitch, tempo and dynamics (Theme: Rivers) |
| Year 5 | Composition notation (Theme: Ancient Africa) | Blues | South and West Africa | Composition to represent the festival colour (Theme: Holi festival) |
| Year 6 | Dynamics, pitch and tempo (Theme: Fingal's Cave) | Theme and Variations (Theme: Pop art) | Baroque | Composing and performing a Leavers' Song |