

# Music Subject Overview

**When we engage with music, we involve our inner emotional world and foster expressive behaviour and creative imagination.**



Music at The Bishops' is a cornerstone to shaping our pupils into being well-rounded, knowledgeable individuals. It is a universal language that embodies one of the highest forms of creativity. It is a distinct medium of communication which is important in social and emotional learning.

We ensure that children are engaged and inspired to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We hope our children can gain enjoyment, belonging and a desire to co-operate in the context of music. It can also be a means for learning and expressing ideas about other subjects.



**Our aim is for children to develop a critical engagement with music, allowing them to compose, and to listen, without discrimination to a wide repertoire of music.**



We truly recognise the value of music in both curricular and extra-curricular teaching and learning. Music provides children with an outlet to express themselves creatively, appreciate different styles of music, learn a new instrument or experiment with their voices.

## **We offer:**

- weekly class music sessions, which will include: a variety of percussion, recorders, chime bars and glockenspiels.
- a well-established choir
- whole class instrumental opportunities
- Musical performances based on Christian festivals
- ukulele and recorder clubs
- keyboard tuition
- guitar tuition
- other instrumental tuition is available on request



**Curriculum Intent, Implementation and Impact Overview**

**Subject: Music**

**Subject Leader: Catherine Hulance**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Our curriculum for Music aims to ensure that all pupils can:</p> <ul style="list-style-type: none"> <li>• 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 from different cultures.</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Listening, performing and creating music are activities which all learners engage in.</p> <p><b>Clear and comprehensive scheme of work in line with the National Curriculum</b> – We ensure that sufficient time is given to music in order to enable pupils to meet the expectations set out in the National Curriculum programme of study. We use the <b>Charanga</b> scheme which provides high quality resources and a wide range of music to share and enjoy.</p> <p><b>Knowledge Organisers and Music planning</b> is also rich in cross-curricular learning and outcomes, linking to our topics; it challenges children and builds on previous learning.</p> <p><b>Children will access resources to acquire learning through Music technology, digital technology and musical instruments.</b> To further support this, we are developing the use of a range of technologies to realise or enhance their composition and performance, and to promote their understanding of how music works.</p> <p><b>Children will reflect on previous learning and cross curricular links will be made through Literacy and topics.</b> To further enhance musicianship and creativity, children take part in weekly singing assemblies, can join the school choir, participate in concert experiences, visitor workshops and informal visits throughout the year.</p> <p><b>Educational Visits</b> They can further develop their understanding and capacity to enjoy music by making a contribution to music clubs and performances to parents and others in the community. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions.</p> <p><b>British Values and PSHE</b> Children will learn and revisit the importance of our world and how it should be treated.</p> <p><b>Monitoring</b> Termly music lesson observations and learning walks will enable the curriculum leaders to check coverage and progression.</p> <p><b>Staff Development in music will take place at least termly to upskill our teachers to deliver amazing musical lessons</b></p>	<p>We want our music provision to impact our children in the ways listed below. We want our children to become musical, creative pupils. In order to achieve that, our children will show:</p> <ul style="list-style-type: none"> <li>• a rapidly widening repertoire which they use to create imaginative, fluent and distinctive composing and performance work.</li> <li>• a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including the opportunity to develop their levels of technical expertise.</li> <li>• good awareness and appreciation of different musical traditions and genres.</li> <li>• a good understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical style.</li> <li>• the ability to give written and verbal explanations, using musical terminology effectively, accurately and appropriately.</li> <li>• a passion for and commitment to a diverse range of musical activities.</li> </ul> <p>We monitor the impact of our music provision through whole school pupil reflection, termly teacher assessments, lesson observations and monitoring of lesson outcomes</p>

## The Bishops C of E Learning Academy Music Overview

### Subject area: Music

Curriculum leader: Catherine Hulance

Term	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn 1</b>  <b>VALUE:</b> <b>Perseverance</b>		<p><b>WHAT MAKES ME SPECIAL?</b></p> <p><u>Autumn 1: Hey you</u> – hip hop song to learn and different hiphop/rap songs to listen to Learn about: pulse, rhythm and pitch and to learn how to rap learning to sing, play, improvise and compose. Listen and appraise other old school hip hop tunes.</p>	<p><b>IF YOU HAD A TIME MACHINE WHAT TIME WOULD YOU SET?</b></p> <p><u>Autumn 1: Hands Feet and Heart</u> All the learning is focused around one song: Hands, Feet, Heart. Learn about: pulse, rhythm, pitch, singing and playing instruments. Children will listen and appraise different styles of South African music.</p>	<p><b>WHY WASN'T ROME BUILT IN A DAY?</b></p> <p><u>Autumn 1: Let your Spirit Fly</u> This is a six-week Unit of Work. All the learning is focused around one R&amp;B style song: Let Your Spirit Fly. There is a wide variety of listening music.</p>	<p><b>HOW CAN YOU GET A PICTURE OF THE PAST?</b></p> <p><u>Autumn 1 Unit: Mamma Mia</u> Style: ABBA Mamma Mia is the whole class song and the listening music is based on Abba songs. Recorders are used to learn to accompany the vocal.</p>	<p><b>DOES EVERY CHILD HAVE A VOICE?</b></p> <p><u>Autumn 1 Unit: Livin' On A Prayer</u> This is based on the rock song by Guns n' Roses, developing vocal skills and composing rhythms with body or percussion sounds. The listening music is based on rock songs each week.</p>	<p><b>DOES EVERY CHILD HAVE A VOICE?</b></p> <p><u>Autumn 1 Unit: Happy</u> Based on learning the Pharrell Williams song Happy. The listening pieces are a variety of pop songs on the theme of being happy.</p>
<b>Autumn 2</b>  <b>VALUE:</b> <b>Compassion</b>		<p><u>Autumn 2: Rhythm in the way</u> – shorter unit learning about rhythm listening for other musical elements like pulse, pitch, improvisation Songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style).</p>	<p><u>Autumn 2: Ho Ho Ho</u> This is a shorter Unit of Work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music.</p>	<p><u>Autumn 2 Glockenspiel 1</u> This is a shorter unit based on whole class glockenspiel playing. It contains teaching about basic notation and simple music reading.</p>	<p><u>Autumn 2 Unit: Glockenspiel Stage 2</u> A shorter unit building on Y3's work on whole class glockenspiel playing. Learn by playing tunes in varying styles, introduction to the language of music, theory and composition</p>	<p><u>Autumn 2 Unit: Classroom Jazz 1</u> A shorter unit based in simple jazz pieces which the children can play using recorders, keyboards or glockenspiels. The listening pieces are jazz instrumental pieces.</p>	<p><u>Autumn 2 Unit: Classroom Jazz 2</u> Builds on the Y5 jazz unit. A shorter unit based in simple jazz and blues pieces which the children can play using recorders , keyboards or glockenspiels. The listening pieces are jazz and blues music.</p>

<p><b>Spring 1</b></p> <p><b>VALUE:</b> <b>Respect</b></p>		<p><b>WHAT LEFT THAT FOOTPRINT?</b></p> <p><u>Spring 1: In the Groove</u> – Blues song to learn then try in different styles – baroque classical, bangra, folk, funk Each week you will listen and learn a different style of In The Groove through other songs.</p>	<p><b>WHERE IN THE WORLD IS SUNNY?</b></p> <p><u>Spring 1: I wanna play in a band</u> I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p>	<p><b>HOW DID THE RAILWAYS CHANGE CORNWALL?</b></p> <p><u>Spring 1: Three Little Birds</u> This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds.. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p>	<p><b>HOW IS NEWQUAY CHANGING?</b></p> <p><u>Spring 1 Unit: Stop!</u> The song is a rap with an anti-bullying theme. There is a variety of listening music which is linked by percussive styles of music. (Grime, Classical, Bhangra, Tango, Latin Fusion)</p>	<p><b>WHAT IS LEFT TO EXPLORE?</b></p> <p>Spring 1 <u>Unit: Make You Feel My Love.</u> Children learn the song and accompaniment using recorders or glockenspiel. The listening songs are all pop ballads.</p>	<p><b>WHAT IS LEFT TO EXPLORE?</b></p> <p><u>Spring 1 Unit: Benjamin Britten - A New Year Carol</u> The children learn the New Year Carol and listen to Benjamin Britten songs in Listening and Appraising. These are in the folk tradition and then there are versions of the songs in different styles.</p>
<p><b>Spring 2</b></p> <p><b>VALUE:</b> <b>Forgiveness</b></p>		<p><u>? Summer 1?</u> <u>Spring 2: Round and Round</u> Based on a Latin song Round and Round and some Latin and other listening music. This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Round and Round, a Bossa Nova Latin style.</p>	<p><u>Spring 2: Zootime</u> All the learning is focused around one song: Zootime. The song and the listening music are reggae style pieces.</p>	<p><u>? Spring 1?</u> <u>Spring 2: The Dragon Song</u> This is a song about kindness, respect, friendship, acceptance and happiness. The song introduces some simple singing in 2 parts. The listening music comes from different cultures.</p>	<p>Spring 2 <u>Unit: Lean On Me</u> This is a gospel song to learn, accompany and perform. The listening music is mainly gospel songs.</p>	<p>Spring 2 <u>Unit: Fresh Prince Of Bel Air</u> This is based on Old School Hip Hop by Will Smith. The children learn the song and accompany it with glockenspiels. Option to make up (compose) own rap linked to any topic.</p>	<p>Spring 2 <u>Unit: You've got a friend</u> All the learning in this unit is focused around one song: You've Got A Friend by Carole King The listening music explores songs written by Carole King.</p>
<p><b>Summer 1</b></p> <p><b>VALUE:</b> <b>Trust</b></p>		<p><b>WHAT MAKES THE WORLD SO WONDERFUL?</b></p> <p><u>Summer 1: Your Imagination</u> It is a song about using your imagination.</p>	<p><b>IF YOU HAD THREE WISHES WHAT WOULD THEY BE?</b></p> <p><u>Summer 1: Friendship Song</u> This is a song about being friends. Links well to PSHE and RE.</p>	<p><b>WHERE IS THE SAFEST PLACE ON EARTH?</b></p> <p><u>Summer 1 Bringing us together</u> This is a disco song about friendship, peace,</p>	<p><b>HOW CAN WE SAVE THE WORLD?</b></p> <p><u>Summer 1 Unit: Blackbird</u> All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about</p>	<p><b>HOW CAN WE LEARN FROM THE ANCIENT WORLD?</b></p> <p>Summer 1 <u>Unit: Dancin' In The Street</u> All the learning in this unit is focused around one song: Dancing In The Street by Martha And The</p>	<p><b>HOW CAN WE LEARN FROM THE ANCIENT WORLD?</b></p> <p><u>Summer 1 Unit: tbc</u> <i>New resource featuring empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva</i></p>

		Perform with more options too! There are songs from films to listen and appraise.	The listening songs are fun friendship songs from pop, film and musicals.	hope and unity. The listening songs fit with this theme. PSHE & RE links - Friendship, being kind, respect, peace, hope and unity.	civil rights. The listening music covers 5 other Beatles' songs.	Vandellas plus learning about the history of Motown. The listening songs are Motown songs.	<i>Feshareki and Yolanda Brown.</i>
<b>Summer 2</b>		<u>Summer 2: Reflect Rewind Replay</u> This Unit of Work consolidates the learning that has occurred during the year. Revisit songs and musical activities, with a context for the History of Music and the beginnings of the Language of Music. (pulse, rhythm, tempo and pitch) There are a variety of listening pieces including some classical and a chance to re listen to previous pieces.	<u>Summer 2: Reflect, Rewind, Replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music, (notation, pitch, pulse, tempo, dynamics and duration) The listening is based on some classical pieces and also allows you to revisit past listening pieces.	<u>Summer 2 Reflect Rewind and Replay</u> This Unit of Work consolidates the learning that has occurred during the year, revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. The listening music takes one piece from each era of music in chronological order plus it revisits other listening pieces from the past units.	<u>Summer 2 Unit: Reflect Rewind and Replay</u> This Unit of Work consolidates learning, focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. The listening music takes one piece from each era of music in chronological order plus it revisits other listening pieces from the past units.	<u>Summer 2 Unit: Reflect Rewind and Replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. The listening music takes one piece from each era of music in chronological order plus it revisits other listening pieces from the past units. There is also a focus on two young living composers.	<u>Unit: Reflect, Rewind and Replay</u> Style: Western Classical Music and your choice from Year 6 units. Putting the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Focus on Jon Boden (of Bellowhead) as a composer and arranger.

## Musical Vocabulary

Term	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Vocabulary</b>	<p>Understand these terms:</p> <p>band instrument tune perform song beat pulse rhythm solo verse chorus</p>	<p>Understand these terms and use some of them:</p> <p>chorus tune loud soft high low performing perform pitch pulse beat rhythm solo chorus verse style tempo dynamics ostinato harmony melody instrument appraising backing arrangement lyrics chord ending improvise composing introduction structure form shape</p>	<p>Understand and use these terms:</p> <p>Revisit Y1 terms</p> <p>pitch, tempo, dynamics, texture, timbre, silence, balance, drum loops, ensemble, groove, offbeat, outro, hook, rest, notation, bridge, pentatonic scale, phrase, ballad, cover, sampling, syncopation</p>	<p>Understand and use these terms:</p> <p>duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, composer, crossover, decks, back beat, original, roots, recurring theme, contemporary, interlude, drum loops, ensemble, groove, offbeat, outro, hook, rest, notation, bridge, pentatonic scale, phrase</p>	<p>Understand and use these terms:</p> <p>duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony pre-chorus coda secular sacred style indicators crossover, decks, back beat, original, roots, recurring theme, contemporary, interlude</p>	<p>Understand and use these terms:</p> <p>duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo, crossover, decks, back beat, original, roots, recurring theme, contemporary, interlude</p>	<p>Revisit Y5 terms Use musical vocabulary confidently to describe music. (see previous year's lists)</p>