



New Brighton Primary School Music Curriculum 2022-2023



Intent:

At New Brighton Primary School, we are proud of the opportunities that we provide for our children to discover and develop not only their skills, but also their passion for music. In line with our school mission statement, our music curriculum allows children to grow in confidence as they master new techniques and gives them the chance to become resilient performers in a variety of situations including extra-curricular clubs.

Music lessons encourage children to perform as individuals and also as part of an ensemble, helping them to further understand the importance of mutual respect and giving them time together to share their ideas and opinions. We encourage our pupils to sing, compose and use percussion instruments in order to develop their creative skills. Visiting musicians help to further inspire our pupils, introducing them to exciting styles and genres of music that they may not have experienced before.

Implementation:

Music is taught in a practical and musical way. We feel it is important to keep all music lessons 'musical' even when teaching about the theory of music. Children will gain new knowledge and build on prior knowledge and practise and refine skills in their lessons, as we believe the basic skills of music such as rhythm, for example, although covered in year 1 is never mastered and left behind.

At New Brighton Primary, we follow a scheme of work called 'Charanga' which supports the teaching and learning of music across all key stages. The curriculum ensures that music lessons cover the elements of music, notation, sequencing and composing, listening and response and performance. Lessons allow students to sing, listen, play, perform and evaluate. The elements of music are taught in the classroom lessons so that children are able to use musical language when appraising different pieces of music. They also learn how to compose focussing on different dimensions of music, including pitch, duration and dynamics, considering this when they are playing instruments or using their voice.

Impact:

Our music curriculum allows children to:

- Develop confidence through musical performances
- Listen and appraise different genres of music using musical vocabulary with accuracy
- Experience music from different cultures, traditions and eras
- Develop a sound understanding of the elements of music
- Compose their own music using notation

Key Skills: EYFS

- Create collaboratively, sharing ideas, resources and skills.
- Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Vocabulary.

pulse, beat, melody, rhymes, singing, music

Key Skills: YR1

Understand that pitch describes how high or low sounds are.



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Understand that tempo describes how fast or slow the music is.

Begin to understand that dynamics describe how loud or quiet the music is.

Find the pulse when listening to music.

Listen to, copy and repeat a simple rhythm or melody.

Using pictures given to create sequences for playing percussion instruments.

Listen to music with sustained concentration.

Learn and perform chants, rhythms, raps and songs.

Matching music to items/things it represents and giving basic reasons why.

Learn to follow the conductor or band leader.

Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.

Vocabulary.

dynamics, low, high, conductor, percussion, rhythms, raps, posture, tempo, pitch

Key Skills: YR2

Understand that pitch can change throughout a piece of music.

Understand that music can be played in unison or as a melody.

Understand distinct sounds and how they are produced e.g. hit/blown/ plucked/shaken

Build an understanding of the pulse when listening to music.

Understand the impact that silence can have in music.

Placing their own symbols in bars to represent and play percussion instruments.

Listen with concentration and understanding to a range of high quality live and recorded music.

Recognising and physically showing emotions linked to certain music.

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.

Sing a song in two parts.

Practise, rehearse, present performance to audiences with a growing awareness of the people watching.

Vocabulary.

Pulse, melody, pitch, bars, percussion, rhymes, practise, rehearse, performance

Key Skills: YR3

Recognise a range of musical Instruments.



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Understand that Dynamics describe how loud or quiet the music is and correctly use the terms forte and piano.

Recognise a range of musical Instruments.

Understand that Dynamics describe how loud or quiet the music is and correctly use the terms forte and piano.

Understand that timbre describes the quality of a sound and recognise familiar timbres in isolation and combination.

Find the pulse within the context of different songs/music with ease.

Develop an understanding of formal, written notation which Includes crotchets and quavers.

Using crotchets and quavers in bars to represent and play percussion instruments.

Listen with direction to a range of high quality music.

Recognising how emotions can change throughout a piece of music.

Sing songs with multiple parts with increasing confidence.

Play and perform in solo or ensemble contexts with some confidence.

Vocabulary.

percussion , crotchets, quavers, notation, bars, ensemble, pulse, dynamics timbre, forte, piano, isolation, combination

Key Skills: YR4

Understand how pulse, rhythm and pitch work together.

Recognise and match the pitch from a piece of music.

Correctly use the terms pianissimo, fortissimo, crescendo and decrescendo (diminuendo) to describe the dynamic of a piece of music.

Understand that texture describes the layers within the music and can involve combining two rhythmic or melodic patterns.

Develop an understanding of formal, written notation which includes crotchets, quavers and rests.

Using crotchets, quavers and rests in bars to represent and play percussion instruments.

Listen to and recall sounds with increasing aural memory.

Using instruments to create sounds to represent characters.

Sing as part of an ensemble with confidence and precision.

Play and perform in solo or ensemble contexts with increasing confidence.

Vocabulary.

Pianissimo, fortissimo, crescendo, diminuendo, dynamics, crotchet, quaver, rest

Key Skills: YR5

Understand that timbre includes acoustic, electronic, voice and instrument types.

Understand that texture describes the layers within the music and can involve multiple layers of sound.



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Develop an understanding of formal, written notation which includes minims and semibreves.

Develop an understanding of chords.

Using crotchets, quavers, rests, minims and semibreves in bars to represent and play percussion instruments.

Listen to and recall sounds with increasing aural memory and accuracy.

Listening to a piece of music and creating a story based on emotions inferred.

Sing as part of an ensemble with increasing confidence and precision.

Play and perform in solo and ensemble contexts with some accuracy, control, fluency and expression.

Improvise with increasing confidence using own voice, rhythms and varied pitch.

Vocabulary.

Timbre, acoustic, electronic, minim, semibreve, chord, harmony.

Key Skills: YR6

Correctly use the terms legato and staccato to describe the dynamics of a piece of music.
Understand pitch sequences (arpeggio, riff and ostinato).
Develop an understanding of formal, written notation which includes staff/staves.
Using staff/staves to represent and play instruments.
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
Compose a musical score using garage band to accompany a story.
Sing as part of an ensemble with full confidence and precision.
Play and perform in solo and ensemble contexts with accuracy, control, fluency and expression.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.
<u>Vocabulary.</u>
Legato, staccato, arpeggio, riff, ostinato, stave