

Music Curriculum at North Ealing Primary 2019-20

EYFS Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

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

SPRING 1 – based on immersion and integration with wider curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	'What's the Weather like? (Topic)	'Great Fire of London' Topic	Fossils (Science) Stone Age to Iron Age (Topic)	Egyptians Topic	Can I change the World? Topic	History – The Greeks
	<p>Listening: Beethoven 'Storm' from Pastoral (Fantasia version) Song Mister Beethoven's Storml' from ME5-6 Unit Weather Performing: Contribute to the creation of a class composition on a common theme related to the wider curriculum. Develop 'storyboards' that enable pupils to STRUCTURE their ideas in a sequence of musical events that</p>	<p>Listening: Music of the Four Elements: https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-dance-with-the-elements/z7m2y9q 'Magic Fire Music' by Wagner Songs: Musical 'The Great Fire of London' Out of the Ark.</p>	<p>Listening: Saint-Saens – Fossils' from 'Carnival of the Animals' Understanding TIMBRE (wooden/metallic etc) Reich: BBC 10 Pieces Understanding TEXTURE and OSTINATI https://www.bbc.co.uk/teach/ten-pieces/music-for-18-musicians-by-steve-reich-ks3-lesson-plans/zd9nmfr Performing: I can understand the difference between SUSTAINED and SHORT notes noting the effect of WOOD or METAL instruments.</p>	<p>Listening/Learning: https://www.historyforkids.net/egyptian-music.html Music of different cultures esp eastern/Arabic and different scales. Songs: Amazing Egyptians ME Book 4 Performing: I can create a PROCESSION using layered OSTINATI with the song. I can decipher the HIEROGLYPHICS used in MUSIC – notes names and durations. <small>I can identify ways sounds are used to accompany a song. Identify the role and purpose of an INTRO.</small></p>	<p>Listening: Hans Zimmer 'Earth' https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382 Songs: 'The Emerald Forest: Debbie Campbell (selection) Performing: I can recognise the Intro/Verse/Chorus/Outro STRUCTURE of a popular song. Identify the metre of different songs through recognising the pattern of strong and weak beats DUPLICATE/TRIPLE and QUADRUPLE time Understand CONCORD and DISCORD – how the latter adds 'bite'</p>	<p>Listening: 'Zorba the Greek' (with dance moves) I understand PACE and changes thereof. I can explain the effect of this on the listener. Songs: 'Ode to Ancient Greeks' on NES LZ Events https://neslearningzone.com/events/ Perform: <ul style="list-style-type: none"> • I can contribute towards the performance of a Greek Myth/Legend • I can SING and PLAY in more than one part. </p>

	<p>contribute towards the development of a narrative flow.</p> <p>Explore TEXTURE through the layering of musical ideas that all contribute towards the final effect upon the listener.</p> <p>Develop an understanding of DYNAMICS, STRUCTURE, PACE and TIMBRE.</p>	<p>Performing:</p> <p>I can identify and respond to changes in TEMPO and DYNAMIC whilst playing instruments</p> <p>I can create and choose sounds in response to a given stimulus.</p> <p>I can perform long and short sounds in response to symbols eg Dots and Dashes for flames and sparks</p> <p>I can create my own symbols as part of a class /group score. GRAPHIC SCORES</p>	<p>I can CREATE music based on 'natural sounds' and 'everyday objects' such as stones and sticks</p> <p>I can perform a MINIMALIST piece of our own composition.</p>		<p>Explore, select combine and exploit a range of different sounds to compose a soundscape/ provide a film soundtrack</p>	<ul style="list-style-type: none"> I understand the importance of MUSIC to the ancient Greeks and MATHEMATICS.
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Philosophy:	<p>Philosophy:</p> <p>Our weather is changing! Who is responsible for this or is it just 'nature'.</p>	<p>Philosophy:</p> <p>There are 4 ELEMENTS: Earth/Air/Fire/Water.</p> <p>If they were people, what would they be like? Which ELEMENTS is most like you?</p>	<p>Philosophy:</p> <p>Are things changing too quickly today?</p> <p>Is ALL technology a 'good thing' or is it taking over?</p>	<p>Philosophy:</p> <p>Why does every civilisation have MUSIC?</p> <p>What does MUSIC do to help us?</p> <p>How many ways do we USE MUSIC ?</p>	<p>Philosophy:</p> <p>There is no Planet B!</p> <p>But what if there IS?</p> <p>Should we be spending billions on space exploration?</p>	<p>Philosophy:</p> <p>What is meant by 'civilisation'?</p> <p>Which Greek myth/legend is your favourite? Why are they still so popular?</p>
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