

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

AUTUMN 1 2019 – based on immersion and integration with wider curriculum

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Expressive arts and design	What's Through the Window? (Science)	Journeys (English) What is it like to live in this place? (Topic)	What if all animals were the same? (Science)	Were the Dark Ages Dark? Anglo-Saxons(Topic)	How Does Your Life compare to that of a Victorian child? (Topic/English)	Who were the heroes of the home front? (Topic)
<p>We will get to know each other and sing some funny songs!</p> <p>We will listen to 'All Join In' by Quentin Blake.</p> <p>We will explore ECHO singing and CALL & RESPONSE songs.</p> <p>We will 'join in' using simple percussion instruments.</p> <p>We will play musical games that help explore DYNAMICS and TEMPO.</p>	<p>We explore the different seasons; their sights and sounds.</p> <p>We sing songs on the theme of Harvest.</p> <p>We listen to music about the seasons inc. Vivaldi, Glazunov, Tchaikovsky.</p> <p>We improvise and compose music about the Weather.</p> <p>We explore DYNAMICS as a topic.</p>	<p>We explore music about journeys – Grofe 'On the Trail', 'Little Train of the Caipira' Villa-Lobos.</p> <p>We explore TEMPO as a topic.</p> <p>We compose/ improvise music to represent a journey with GRAPHIC NOTATION.</p> <p>We sing songs/chants about travel and transport.</p>	<p>We sing songs with theme of animals.</p> <p>We listen to music connected to animals (Saint-Saens 'Carnival)</p> <p>We compose/ improvise music to represent an animal.</p> <p>We explore PITCH as a topic and begin to use standard notation.</p>	<p>We sing songs/ chants about Dragons and other beasts.</p> <p>We compose/ improvise music to accompany 'Beowulf'.</p> <p>We discuss 'film music' and how it increases enjoyment.</p> <p>We explore STRUCTURE as a topic and create musical 'storyboards'.</p> <p>We create musical kennings and accompany our poems (English)</p>	<p>We sing songs of the period with a focus on STREET CRIES (Oliver musical)</p> <p>We think about what would be on Queen Victoria's playlist!</p> <p>We listen to music by Elgar and Mendelssohn as well as music from 'The Empire'.</p> <p>We explore TEXTURE as a topic.</p> <p>We compose/improvise music about machines and the Industrial Revolution.</p>	<p>We sing the 'songs that won the war'</p> <p>We listen to music 'inspired' by war – Shostakovich, Vaughan-Williams, Susato.</p> <p>We explore TIMBRE as a topic.</p> <p>We use standard notation for rhythms and learn to control the BEAT.</p> <p>We listen to Beethoven's 5th Symphony and learn about motifs.</p>

<p>CHARANGA R</p> <p>AUTUMN 1: ME!</p> <p>BIG BEAR FUNK</p>	<p>CHARANGA Y1</p> <p>AUTUMN 1: Hey You!</p> <p>I WANNA PLAY IN A BAND</p>	<p>CHARANGA Y2:</p> <p>AUTUMN 1: HANDS, FEET, HEART</p> <p>ROUND AND ROUND</p>	<p>CHARANGA Y3:</p> <p>AUTUMN 1: LET YOUR SPIRIT FLY!</p> <p>ZOOTIME</p>	<p>CHARANGA Y4:</p> <p>AUTUMN 1: MAMMA MIA!</p>	<p>CHARANGA Y5:</p> <p>AUTUMN 1: LIVIN' ON A PRAYER.</p> <p>Gilbert & Sullivan Selection.</p> <p>CHARANGA SONGBANK: CHRISTMAS IS COMING</p>	<p>CHARANGA Y6:</p> <p>AUTUMN 1: HAPPY!</p> <p>SONG: 'EVACUATE! EVACUATE! (Music Express)</p>
<p>Philosophy:</p> <p>Why do we like music? What sort of music do we like?</p>	<p>Philosophy:</p> <p>Which season is the 'best'?</p>	<p>Philosophy:</p> <p>What would be the 'perfect' place to live?</p>	<p>Philosophy:</p> <p>Should animals have rights? What would they be?</p>	<p>Philosophy:</p> <p>What makes somebody a 'hero'? Different types?</p>	<p>Philosophy:</p> <p>What could happen if AI and Robotics replace humans?</p>	<p>Philosophy:</p> <p>Is there such a thing as a 'just war'? Should others 'get involved'?</p>