

Intent

At Bushey Heath Primary School we deliver a music curriculum that is topic based, cross curricular, musically diverse and accessible to non-music readers. Our children will therefore progress to secondary school with the ability to play a tuned instrument, record and edit their own music and have the confidence to perform.

| Music Curriculum Overview: Bushey Heath Primary School EYFS | |
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| <u>Understanding the World</u> <u>Being Imaginative and Expressive ELG</u> | |
| Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | |
| Mr Hirons Enrichment Topics | Learn to play a tuned instrument (chime bars) |

| Music Curriculum Overview: Bushey Heath Primary School Year 1 | | | |
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| Intent At Bushey Heath Primary school we deliver a music curriculum that is topic based, cross curricular, musically diverse and accessible to non-music readers. Our children will therefore progress to secondary school with the ability to play a tuned instrument, record and edit their own music and have the confidence to perform. | | | |
| Term | Autumn | Spring | Summer |
| Units covered and musical focus | Unit 1: Ourselves (exploring sounds) Unit 2: Number (beat) | Unit 4: Weather (exploring sounds) Unit 7: Our School (exploring sounds) | Unit 10: Our bodies (beat) Unit 12: Water (pitch) |
| Knowledge/ Vocabulary | chant, fast, follow, high, instrument, low, loud, quiet (use instead of soft), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. | | |
| Skills | <ul style="list-style-type: none"> • Create, respond to, place and change vocal sounds. • Learn to play percussion with control. • Identify and keep a steady beat using instruments. • Recognise and respond to changes in tempo in music. • Explore, create and place vocal and body percussion sounds. | <ul style="list-style-type: none"> • Control vocal dynamics, duration and timbre. • Sing a song together as a group. • Explore and control dynamics, duration and timbre with instruments. • Create a soundscape using instruments. • Control vocal dynamics, duration and timbre with voices and body percussion. | <ul style="list-style-type: none"> • Use voices to create descriptive sounds. • Use instruments to create descriptive sounds. • Respond to change of mood in a piece of music with a slow and fast steady beat. • Identify a repeated rhythm pattern. • Invent and perform new rhythms to a steady beat. |

- Identify a sequence of sounds (structure) in a piece of music.
- Respond to music through movement.
- Improvise descriptive music.
- Explore different sound sources and materials.
- Create a soundscape using instruments as part of a song performance.

Concepts

To build experience and develop understanding of the dimensions of music: **Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.**

Children to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Children to 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.

Music Curriculum Overview: Bushey Heath Primary School Year 2

Intent

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| Term | Autumn | Spring | Summer |
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| Units covered | Unit 1: Ourselves (exploring sounds) Unit 4: Our bodies (beat) | Unit 8: Seasons (pitch) Unit 9: Weather (exploring sounds) | Unit 11: Water (pitch) Unit 12: Travel (performance) |
| Knowledge/ Vocabulary | As Year 1 plus: Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion and volume. | | |
| Skills | <ul style="list-style-type: none"> • Develop the use of vocal sounds to express feelings. • Chant and sing in two parts while playing a steady beat. • Listen to and repeat rhythmic patterns on body percussion and instruments. • Notate pitch shape and duration using simple line graphics. • Understand the structure of call and response songs. | <ul style="list-style-type: none"> • Sing with expression, paying attention to the pitch shape of the melody. • Perform a rhythmic chant and play an independent rhythm pattern accompaniment. • Perform an updated version of a traditional nursery rhyme with a rap section. • Accompany a song with vocal, body percussion and instrumental ostinati. | <ul style="list-style-type: none"> • Understand pitch through singing, movement and note names. • Prepare and improve a performance using movement, voice and percussion. • Explore and develop an understanding of pitch using percussion instruments. • Use instruments expressively in response to visual stimuli. • Use simple musical vocabulary to describe music. |

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| | <ul style="list-style-type: none"> Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season.) Identify rising and falling pitch. Compose music to illustrate a story. | <ul style="list-style-type: none"> Listen, describe and respond to contemporary orchestral music. Understand and play from simple notation. |
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Concepts
 To build experience and develop understanding of the dimensions of music: **Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.**
 Children to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 Children to 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.

Mr Hirons Enrichment- Ukulele in Summer 1 and 2

Music Curriculum Overview: Bushey Heath Primary School Year 3

Intent
 A Bushey Heath Primary school we deliver a music curriculum that is topic based, cross curricular, musically diverse and accessible to non-music reader. Our children will therefore progress to secondary school with the ability to play a tuned instrument, record and edit their own music and the confidence to perform.

| Term | Autumn | Spring | Summer |
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| Units covered | Unit 1: Ukulele (tuned instrument) Unit 4: Poetry (performance) | Unit 5: China (pitch) Unit 6: Time (beat) | Unit 10: Ukulele (tuned instrument) Unit 11: Ancient Worlds (structure) |
| Knowledge/ Vocabulary | As KS1 plus: Names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinati, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone. | | |
| Skills | <ul style="list-style-type: none"> Sing in two-part harmony Accompany a song with a melodic ostinato on tuned percussion Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment Improvise descriptive music Identify a sequence of sounds (structure) in a piece of music Learn about ternary form | <ul style="list-style-type: none"> Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion Perform rhythmic ostinati individually and in combination Improvise to an ostinato accompaniment Identify the metre in a piece of music Use graphic notation with the pentatonic scale | <ul style="list-style-type: none"> Perform a round in three parts Develop a song by choosing lyrics and structure Arrange an accompaniment with attention to balance and musical effect Recognise pitch shapes Explore musical phrases, melodic imitation and rounds Read graphic notation to play a melody on tuned instruments |

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| | | <ul style="list-style-type: none"> Recognise rhythm patterns in staff notation Understand the pentatonic scale Listen to and learn about traditional Chinese music Listen to and learn about a Romantic piece of music | <ul style="list-style-type: none"> Learn about an instrument from Ancient Greece |
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Concepts

To build experience and develop understanding of the dimensions of music: **Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.** Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Children to improvise and compose music for a range of purposes using the interrelated dimensions of music.

Children to listen with attention to detail and recall sounds with increasing aural memory.

Children to use and understand staff and other musical notations.

Children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children to develop an understanding of the history of music.

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| Mr Hirons Enrichment Topics | Learn to play a tuned instrument (ukulele) |
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Music Curriculum Overview: Bushey Heath Primary School Year 4

Intent

A Bushey Heath Primary school we deliver a music curriculum that is topic based, cross curricular, musically diverse and accessible to non-music reader. Our children will therefore progress to secondary school with the ability to play a tuned instrument, record and edit their own music and the confidence to perform.

| Term | Autumn | Spring | Summer |
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| Units covered | Unit 1: Poetry (performance) Unit 3: Sounds (exploring sounds) | Unit 4: Recycling (structure) Unit 8: Singing Spanish (pitch) | Unit 10: Time (beat) Unit 11: In the past (notation) |
| Knowledge/ Vocabulary | As Year 3 plus: Harmony, improvise, leaping (large interval between notes), pentatonic. | | |
| Skills | <ul style="list-style-type: none"> Use beatbox techniques to imitate the sound of a drum kit Perform a rap or song with a vocal beatbox accompaniment | <ul style="list-style-type: none"> Perform verse and chorus structure Chant in three parts Combine singing with untuned and tuned percussion in a performance | <ul style="list-style-type: none"> Sing a song with three simple independent parts Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations |

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| | <ul style="list-style-type: none"> • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Learn to sing partner songs • Balance voices in a performance by choosing appropriate dynamics (volume) • Understand how rhythmic articulation affects musical phrasing • Identify different instrument groups from a recording • Listen to and learn about 1940s dance band music | <ul style="list-style-type: none"> • Sing a call and response song in a minor key in two groups • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Create descriptive sound pictures with instruments • Demonstrate understanding of how sounds are produced by making instruments • Listen to and play along with Bhangra music • Perform a piece in rondo form | <ul style="list-style-type: none"> • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs • Understand syncopation and clap improvised off-beat rhythms • Compose a fanfare • Identify the metre of a new song or piece • Play and sing repeated patterns (ostinati) from staff notation • Match short rhythmic phrases with rhythm notation • Learn to play a Renaissance dance from notations (graphic, rhythm and staff) • Listen to and analyse 20th century ballet music • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time |
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Concepts

To build experience and develop understanding of the dimensions of music: **Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.**

Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Children to improvise and compose music for a range of purposes using the interrelated dimensions of music.

Children to listen with attention to detail and recall sounds with increasing aural memory.

Children to use and understand staff and other musical notations.

Children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children to develop an understanding of the history of music.

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| Term | Autumn | Spring | Summer |
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| Units covered | Unit 1: Movie Music (composing) Unit 2: Solar system (listening) | Unit 3: Life Cycles (structure) Unit 4: Keeping healthy (beat) | Unit 5: Ukulele (performance) Unit 6: Celebration (performance) |
| Knowledge/ Vocabulary | As Year 4 plus: Accent, bass, notation, texture, timbre | | |
| Skills | <ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Play and improvise using the whole tone scale • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale • Learn about jazz scat singing and devise scat sounds • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions • Learn to sing a song from English musical heritage (20th century) • Listen to and learn about modern classical/avant garde music (20th century) • Listen to and analyse 19th century impressionist music using musical vocabulary | <ul style="list-style-type: none"> • Sing and play scales and chromatic melodies accurately • Create musical effects using contrasting pitch • Compare and contrast two pieces of 19th century Romantic music • Read a melody in staff notation • Develop a structure for a vocal piece and create graphic scores • Read grid or staff notation to play a bassline • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Sing and play an American spiritual • Learn about the music of an early Baroque opera | <ul style="list-style-type: none"> • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation with a short movie • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time |

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| | | | <ul style="list-style-type: none"> • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet • Learn about and explore techniques used in movie soundtracks |
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Concepts

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Children to improvise and compose music for a range of purposes using the interrelated dimensions of music.

Children to listen with attention to detail and recall sounds with increasing aural memory.

Children to use and understand staff and other musical notations.

Children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children to develop an understanding of the history of music.

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| Mr Hirons Enrichment Topics | Introduction to musical software (Garage Band) Composing soundtracks Play a tuned instrument (ukulele) |
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Music Curriculum Overview: Bushey Heath Primary School Year 6

Intent

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| Term | Autumn | Spring | Summer |
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| Units covered | Unit 1: World unite (step dance performance)/ GarageBand Unit 2: Journeys (song cycle performance)/ Garageband | Unit 3: Growth (street dance performance) Unit 4: Roots (mini musical performance) | Unit 5: Class awards (awards show performance) Unit 6: Moving on (leavers' assembly performance) |
| Knowledge/ Vocabulary | As Year 5 plus: Diction, interval and syncopation. | | |
| Skills | <ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion | <ul style="list-style-type: none"> • Play a chordal accompaniment to a piece | <ul style="list-style-type: none"> • Refine vocal performance with consideration of posture, breathing and enunciation |

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| | <ul style="list-style-type: none"> • Demonstrate coordination and rhythm skills by participating in a complex circle game • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatisation • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Devise, combine and structure rhythms through dance • Demonstrate understanding of pitch through singing from simple staff notation • Learn a 1980s pop song with understanding of its structure • Learn to sing a 21st-century British choral work | <ul style="list-style-type: none"> • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement • Improvise descriptive music on instruments and other soundmakers • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Follow and interpret a complex graphic score for four instruments • Learn to sing and play ostinati from an early 20th-century orchestral work • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups • Learn to sing and play ostinati from an early 20th-century orchestral work | <ul style="list-style-type: none"> • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style • Compose programme music from a visual stimulus • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge • Play tuned instrumental parts confidently from graphic scores with note names • Discuss the music of a Russian Romantic composer with reference to a painting from the same period |
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Concepts
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 Children to listen with attention to detail and recall sounds with increasing aural memory.
 Children to use and understand staff and other musical notations.
 Children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 Children to develop an understanding of the history of music.

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| Mr Hirons Enrichment Topics | Introduction to musical software (Garage Band) Composing soundtracks Play a tuned instrument (ukulele) |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Classroom & assembly songs for listening (KS1 & KS2) | Symphony No. 5 (Beethoven) | 1812 Overture (Tchaikovsky) | Bolero (Ravel) | Mars from The Planets (Holst) | For the Beauty of the Earth (Rutter) | Wild Man (Kate Bush) |
| | The A Train (Duke Ellington) | Play Dead (Bjork) | I Got You (I Feel Good) James Brown | A Change Is Gonna Come (Sam Cooke) | Say My Name (Destiny's Child) | Le Freak (Chic) |
| | If I Can Dream (Elvis Presly) | Do They Know It's Christmas Time (Band Aid) | Freedom 90 (George Michael MTV unplugged version) | Wonderwall (Oasis) | With A Little Help From My Friends (The Beatles) | War (Edwin Starr) |