

Music Longterm Overview



Curriculum Intent

At St. Teresa's, we understand how music helps us to communicate and express ourselves, with many emotions and skills being unlocked through listening and performing, as well as singing, dancing and composing. Every culture is intertwined with music and this helps bring people together. We aim to encourage children to perform, listen to/ appreciate, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians and to make links across other curriculum subjects, such as history, geography, PSHE, RE and art.

This curriculum thinking develops an acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. This is in line with St Teresa's Curriculum intent which 'promotes diversity and an understanding of different cultures both locally, globally and historically.'

We understand that the music curriculum should be taught progressively through three interrelated pillars:

- **Technical**
 - Competence in controlling sound (instrumental or vocal)
 - Use of a communication system, such as standard or graphic notation
- **Constructive**
 - Knowledge of the musical elements/interrelated dimensions of music
 - Knowledge of the components of composition
- **Expressive**
 - Musical quality
 - Musical creativity
 - Knowledge of musical meanings across the world and time.

Implementation	The music curriculum ensures students sing, listen, play, compose, perform and evaluate. This is embedded in the classroom activities and the school choir, various concerts and performances, keyboard and guitar tuition. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Music at St. Teresa's is delivered over a two-year cycle, using Charanga as a core scheme to ensure high quality content and subject coverage. Class teachers will use Charanga to plan, deliver and assess the music curriculum in line with National Curriculum requirements. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence based on essential threshold concepts, through the progressive teaching of musical knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two. • Perform - This concept involves understanding that music is created to be performed. • Compose (Creating and Exploring) - This concept involves appreciating that music is created through a process which has a number of techniques. • Transcribe (Musical Activities) - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. • Describe music (Listening and Appraising) - This concept involves appreciating the features and effectiveness of musical elements. We give opportunities for children to revisit and practice music skills and content learned so that knowledge becomes embedded, which leads to the older pupils accessing more complex tasks. Children are given space to develop their own ideas independently, but in an environment that is structured and supportive when needed. Verbal feedback is usually immediate and informs/guides the children on how to improve their musical competence. Children become aware of music from a broad spectrum of cultures to build an appreciation of others and the diversity of the world.
Measuring the Impact	Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music helps the children develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They

	can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. Outcomes after children have followed our music curriculum demonstrates excellent progression and shows how knowledge and skills are embedded. Our children enjoy their music lessons and are confident when singing and performing. Their achievements are shared with parents and carers during class and whole school performances, both in person and uploaded to watch remotely. We also use photo and video evidence of the children's practical learning (seesaw). The music specialist reports back to the subject leader, who monitors the teaching of music, attends relevant CPD opportunities and supports other staff whenever needed.
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EYFS	Autumn term	Spring Term	Summer Term
Learning focus	Join in with action songs and rhymes. Sing call-and-response songs, so that children can echo phrases of songs you sing. Provide opportunities to work together to develop creative ideas. Develop vocal confidence by exploring different vocal effects. Perform with others and develop awareness of having an audience	Listen to a range of sounds/music and respond through movement and actions Follow a steady pulse Copy and create simple rhythms by clapping, tapping and using instruments.	Explore how sounds can be changed. Experience and explore the musical elements of pitch, dynamics and pace 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.

PROGRESSION OF KNOWLEDGE - PERFORM

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves understanding that music is created to be performed.	- Take part in singing, accurately following the melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds, using voice and instruments. - Imitate changes in pitch.	- Sing from memory with accurate pitch. - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Show control of voice. - Play notes on an instrument with care so that they are clear. - Perform with control and awareness of others.	- Sing or play from memory with confidence. - Perform solos or as part of an ensemble. - Sing or play expressively and in tune. - Hold a part within a round. - Sing a harmony part confidently and accurately. - Sustain a drone or a melodic ostinato to accompany singing. - Perform with controlled breathing (voice) and skillful playing (instrument).

PROGRESSION OF KNOWLEDGE – COMPOSE (CREATING AND EXPLORING)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves appreciating that music is created through a process which has a number of techniques.	- Create a sequence of long and short sounds - Clap rhymes - Create a mixture of different sounds (long and short, loud and quiet, high and low) - Choose sounds to create an effect - Sequence sounds to create an overall effect - Create short musical patterns - Create short, rhythmical phrases.	- Compose and perform melodic songs - Use sound to create abstract effects - Create repeated patterns with a range of instruments - Create accompaniments - Choose, order, combine and control sounds to create an effect	- Create songs with verses and a chorus - Create rhythmic patterns with an awareness of timbre and duration - Combine a variety of music devices, including melody, rhythm and chords. - Thoughtfully select elements for a piece in order to gain a defined effect - Convey a relationship between the lyrics and the melody.

PROGRESSION OF KNOWLEDGE – TRANSCRIBE (MUSICAL ACTIVITIES)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Use symbols to represent a composition and use them to help with a performance.	- Devise non-standard symbols to indicate when to play and when to rest. - Recognise the symbols for a crochet and a quaver beat and rest to indicate how many beats to play.	- Read and create notes on the musical stave. - Understand the following symbols; - Use and understand simple time signatures. Recognise the symbols; - Recognise the symbols for; to indicate how many beats.

PROGRESSION OF KNOWLEDGE – DESCRIBE MUSIC (LISTENING AND APPRAISING)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves appreciating the features and effectiveness of musical elements	- Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch.	- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings.	- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: - pitch • dynamics • tempo • timbre • texture - lyrics and melody • sense of occasion - expressive • solo • rounds • harmonies - accompaniments • drones • cyclic patterns - combination of musical elements - cultural context. - Describe how lyrics often reflect the cultural context of music and have social meaning.

Year 1/2 Music Timetable Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Hands, Feet, Heart	Preparing for Christmas	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, rewind and replay

Year 1/2 Music Timetable Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Hey You!	Preparing for Christmas	Rhythm in the way we walk	In The Groove	Round and round	Your Imagination

Provisional 2 Year Rolling Programme for Key Stage 2 – units from Charanga, St Teresa’s wider performance elements and cultural additions.

Year 3/4 Music Timetable Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Let Your Spirit Fly	Preparing for Christmas	Young Voices – covering cultural elements	Dragon Song	Bringing Us Together	Glock 1 & Performance, Reflect and Rewind

Year 3/4 Music Timetable Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Mamma Mia	Preparing for Christmas	Young Voices – covering cultural elements	Blackbird	Lean on Me	Glock 2 & Performance, Reflect and Rewind

Year 5/6 Music Timetable Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Dancing In The Street	New Year Carol Young Voices – covering cultural elements	Make You Feel My Love	You've Got A Friend	Fresh Prince of Belair End of Year Production Rehearsals	Performance, Reflect and Rewind

Year 5/6 Music Timetable Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Livin' On A Prayer	Jazz 1 & 2	Young Voices – covering cultural elements &	Happy	Music and Me End of Year Production Rehearsals	Performance, Reflect and Rewind