

Lingdale Primary School



Music Curriculum



Intent:

"We have a song to sing, It has a simple melody, There is life in our unity, There's hope in our song!"

At Lingdale, children will learn a love of music, regardless of whether they are creating music or listening and responding to it. They will recognise music as a means of communication and self-expression which is individual, creative and dynamic and a valuable means of staying in touch with their emotions. This of course means, that performance is key to every aspect of music in our school.

We encourage all children to participate in a variety of musical experiences through which we aim to build up their passion for music, self-confidence and sense of achievement. Our teaching focuses on developing the children's ability to sing in tune individually and as part of a group, play tuned and untuned musical instruments with increasing control, fluency and expression. A varied diet of music from different periods, genres, styles and traditions ensures our children understand that music truly represents every voice in our diverse world.

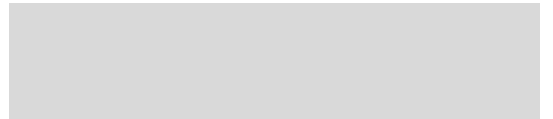
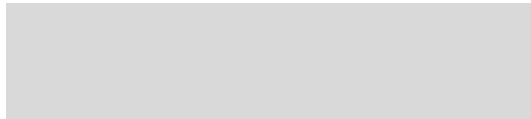
As children progress through the school they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation. By Key stage 2 children will begin to improvise and compose music for a range of purposes using these interrelated dimensions.



	Autumn	Spring	Summer
Reception (No Cycles)	<p><u>Me!</u> Move with the pulse of the music</p> <p><u>My Stories</u> Know 20 nursery rhymes off by heart Know the stories of some of the nursery rhymes</p>	<p><u>Everyone</u> Know that the words of songs can tell stories and paint pictures</p> <p><u>Our World</u> Know that the words of songs can tell stories and paint pictures</p>	<p><u>Big Bear Funk</u> Know names of the common untuned percussion instruments & the glockenspiel</p> <p><u>Reflect, Rewind, Replay</u> Know a performance is sharing music with other people called an audience</p>
Years 1 & 2 Cycle A	<p><u>Hey You!</u> Pulse as a steady beat Rhythm as a pattern of long or short sounds</p> <p><u>Rhythm In The Way We Walk</u> <u>Banana Rap</u> Clap the rhythm of your name March to a pulse</p>	<p><u>Hands, Feet, Heart</u> Steady beat is like a ticking clock Songs have musical style</p> <p><u>Ho, Ho, Ho</u> Finding the pulse Rhythm is different to a steady pulse</p>	<p><u>Zootime</u> Composing a simple rhythm The key features of reggae as a style</p> <p><u>Reflect, Rewind, Replay</u> Performance is a special performance involving a class/year group or whole school</p>



Pitch is how high or low a sound is



Years 1 & 2
Cycle B

In The Groove
Simply melody using C & D

I Wanna Play In A Band
Disco music as a style
Composing as writing a story with music
Compose a simple melody using C & D

Friendship Song
Show & compose a simple rhythm using C & G

Your Imagination
Recognise drums, guitar & piano in music
Know 5 songs off by heart & be able to sing them in unison

Round & Round
Latin music has its own style
Identify what you like about Latin music
Recognise drums, guitar & piano in music

Reflect, Rewind, Replay
Performance is sharing music with an audience

Years 3 & 4
Cycle A

Let Your Spirit Fly
Tempo is the speed of a piece of music
Rhythm as the pattern of long and short sounds as you move through the music
Identify common and unusual instruments in a song

Three Little Birds
Identify a chorus & verse in a

Bringing Us Together
Disco has its own style
Lyrics can have different impact on a listener

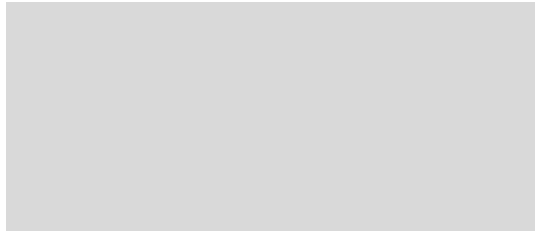
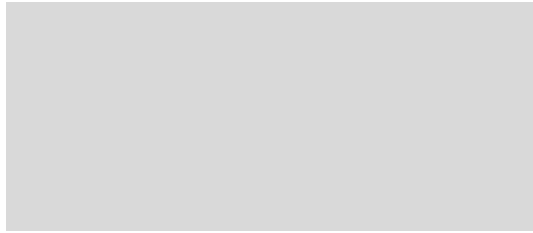
Stop
Structure in terms of a song
Difference between electrical and digital sounds

Lean On Me
Basic music style of Gospel music
Understand backing vocals
Understand bridge point in a song

Reflect, Rewind, Replay
Know that or voices can sing expressively using a melody at our own pitch



song
 Music can be sorted by genres (types) and eras (times)
 Bob Marley was a significant influence on reggae



Years 3 & 4
Cycle B

Glockenspiel 1
 Instruments make a different range of sounds
 Identify common percussion instruments by their sounds
 Play notes C, D, E & F
 Compose using C D, E & F

The Dragon Song
 Understand singing in 2 parts
 Play notes, G, A & B
 Know symbols can represent sounds

Mamma Mia
 Know basic musical style of Abba
 Read notes G & A

Glockenspiel 2
 Play notes C, D, E, F & G
 Talk about what went well in a performance

Blackbird
 Identify theme of a piece of music
 Understand term acoustic
 Know what a percussion instrument is

Reflect, Rewind, Replay
 Talk about a chosen song in terms of style indicators, lyrics, context, texture, dynamics, tempo, rhythm and itch

**Years 5 & 6
Cycle A**

Livin' On A Prayer

Style indicators of rock music
Know what musical dimensions
make a song interesting

Make You Feel My Love

Style indicators of a pop ballad
Know what backing vocals are
Know what a bridge point in a
song is

New Year Carol

Style indicators of Bhangra
Identify & know how mood is
created by music
Know music makes a story more
interesting

Dancing In The Street

Style indicators for Motown
Know what a brass section is

You've Got A Friend

Reflect, Rewind, Replay

**Years 5 & 6
Cycle B**

The Fresh Prince of Belair

Style indicators of Hip Hop
Know what loops are

Classroom Jazz

Explain the structure of swing
Know the structure of Bossa
Know a composition has pulse,
rhythm, & pitch that work
together

Happy

Style indicators of soul with a
latin groove

Three Note Bossa & Five Note

Swing

Understand & play a tune/head
eg GGAABB rest, rest
Compose an 8 bar tune/melody
together

Music and Me

Style indicators of contemporary
music
Express ideas about themselves
through composition

Reflect, Rewind, Replay