

Oakdene Primary School



Music at Oakdene

Subject Leader: Mr M. Weston

Mission Statement

Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The Music curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

Music at Oakdene

Music is a universal language, yet includes so much variety and diversity. In our Music curriculum, we want to celebrate this, and allow our children to develop a love of music, where they are hearing and understanding different forms of music, enabling them to make their own choices about the music they want to listen to, play and create.

We want our children to not only be consumers of music, but creators of music. All children at Oakdene are provided with opportunities to both learn about and play musical instruments as part of their musical education. Year 4 visit the Philharmonic Orchestra in Liverpool. Our junior children learn to play the glockenspiel as part of their music lessons, with Year 6 children all learning keyboards. Participation in additional tuition through St Helens Music Service is also heavily promoted to our pupils.

Whole school singing practices each week concentrate on learning a variety of songs, including songs linked to our school values which are unique to Oakdene Primary. These practices, usually led by the Music subject leader, also focus on teaching children across the whole school about the eight inter-related dimensions of music. Understanding of these inter-related dimensions also forms the backbone of our Music curriculum milestones. We want them to follow our school values by giving honest and respectful appraisals of all forms of music, using knowledge and understanding as a basis for their opinions.

We aim to teach children about the history of Music, so they can understand the influences of the music they enjoy today. However, Music is changing dynamically, and the use of technology in Music now enables anyone to make music, even with just a mobile phone. Therefore, we also aim to make our Music curriculum forward-thinking and meaningful to our children.

Work in Music is recorded both in Music books and on Seesaw, our online learning platform. Each term there is an expectation that recordings of children's work in Music will be uploaded to Seesaw.

Curriculum and Coverage

The Music National Curriculum 2014 is followed at Oakdene Primary School.

We base our music teaching on units of work from the 'Charanga' music scheme recommended by our local music service and found on the portal at sthelensmusicserviceinteractive.org.uk. We supplement this with focus composers and musicians for each year group to give our pupils a wide range of musical experiences, with focus on great British artists as well as those from different backgrounds, cultures and gender.

Year group	Autumn	Spring	Summer
Reception	Me! My Stories + Nativity Performances	Everyone! Our World <i>Prokofiev- Peter and the Wolf</i>	Big Bear Funk (Transition to Y1) + Reflect, Rewind & Replay
Y1	Hey You! + Nativity Performances	In The Groove + Round and Round (short unit) <i>Alan Menken</i>	Your Imagination + Reflect, Rewind & Replay (short unit) <i>Wolfgang Amadeus Mozart</i>
Y2	Hands, Feet, Heart + Nativity Performances	I Wanna Play In A Band + Zootime (short unit) <i>Elvis Presley</i>	Friendship Song + Reflect, Rewind & Replay (short unit) <i>Saint-Saens & Johann Sebastian Bach</i>
Y3	Glockenspiel Stage 1 + Let Your Spirit Fly (short unit) <i>Antonio Vivaldi</i>	Three Little Birds + The Dragon Song (short unit) <i>Ravi Shankar</i>	Bringing Us Together + Reflect, Rewind & Replay (short unit) <i>Elton John</i>
Y4	Mamma Mia + Stop! (short unit) <i>Rodgers & Hammerstein</i>	Glockenspiel Stage 2 + Lean On Me (short unit) <i>Delia Derbyshire & Richard Wagner</i>	Blackbird + Reflect, Rewind & Replay (short unit) <i>The Beatles</i>
Y5	Livin' On A Prayer + Happy (short unit) <i>Georg Frideric Handel</i>	Classroom Jazz 1 + Make You Feel My Love (short unit) <i>Bob Dylan</i>	Dancing In The Street + Reflect, Rewind & Replay (short unit) <i>Gustav Holst & Hans Zimmer</i>
Y6	Classroom Jazz 2 + You've Got A Friend (short unit) <i>Carole King</i>	Music and Me + A New Year Carol (short unit) <i>George Gershwin & Florence Price</i>	The Fresh Prince of Bel-Air + Reflect, Rewind & Replay (short unit) <i>Edward Elgar</i>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>SINGING & PERFORMING</i>					
<p><i>1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>1.2 Play tuned and untuned instruments musically</i></p>	<p><i>2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>2.4 Use and understand staff and other musical notations</i></p>	<p>I can sing songs</p> <p>I can make music with instruments</p>	<p>I can sing with a sense of pulse, rhythm and pitch</p> <p>I can replicate basic rhythms heard in a piece of music</p> <p>I can follow a leader/conductor when singing or playing an instrument</p> <p>I can play increasingly complicated rhythms on untuned percussion as part of a group performance</p> <p>I can begin to play tuned instruments (e.g. glockenspiel) using a sound-before-symbol approach</p>	<p>I can sing with improving diction, posture and stylistic performance</p> <p>I can sing a piece in two parts - melody and counter-melody - or in a canon</p> <p>I can play a tuned instrument both in unison and 2-part ensemble</p> <p>I can play tuned instruments with the correct techniques</p> <p>I can perform more complicated rhythms and ostinatos, including with basic notation (minims, crotchets, quavers)</p>	<p>I can sing musically, responding to the performance directions of the piece</p> <p>I can sing in 2-part or 3-part harmony</p> <p>I can play a part confidently on a tuned instrument as part of an ensemble performance</p> <p>I can demonstrate increasing musical quality - clear starts/ends of pieces, and technical skill</p> <p>I can perform a piece of music accurately both by ear and using musical notation</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>LISTENING & APPRAISING</i>					
<p>1.3 <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>2.3 <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>2.5 <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<p>I can listen to music and explore the different sounds of instruments and experiment with ways they can be changed.</p>	<p>I can identify the pulse in a piece of music and keep a steady pulse in a group</p> <p>I can identify some different instruments and recognise their sounds</p> <p>I can use musical language to describe a piece of music</p> <p>I can discuss simple dimensions of music - pulse, rhythm, pitch</p> <p>I can explain changes in dynamics and tempo in a piece of music</p>	<p>I can identify the pulse and say if the time signature is 3/4 or 4/4</p> <p>I can identify the instruments and features of music in different genres</p> <p>I can explain the basic structure of a piece of music</p> <p>I can discuss dimensions of music - pulse, rhythm, pitch, dynamics, tempo</p> <p>I can consider the texture of a piece of music and the timbre of sounds</p>	<p>I can clap on the off-beat and pick out syncopated rhythms in a piece of music</p> <p>I can identify acoustic, electric and synthesised instruments (e.g. guitars, drum kit vs drum machine)</p> <p>I can compare the structure and musical features of pieces from different traditions & genres</p> <p>I can discuss dimensions of music - pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure</p> <p>I can explain the difference in live performance versus recorded music</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>COMPOSING & IMPROVISING</i>					
<p>1.4 <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music*</i></p>	<p>2.2 <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music*</i></p> <p>2.4 <i>Use and understand staff and other musical notations</i></p>	<p>I can tap out simple repeated rhythms.</p>	<p>I can understand the difference between composition and improvisation</p> <p>I can improvise on untuned instruments by choosing rhythms that fit the pulse</p> <p>I can create an improvisation of 2 notes on a tuned instrument</p> <p>I can create a composition of up to 3 tuned notes, recording with appropriate notation</p> <p>I can demonstrate inter-related dimensions of music in my compositions such as pitch, dynamics and tempo</p>	<p>I can invent a musical improvisation using up to 3 notes in a call & response</p> <p>I can create ostinato patterns of up to 5 notes in both 3/4 and 4/4 time signatures</p> <p>I can compose a melody that is 4 bars in length and contains at least 5 tuned notes</p> <p>I can record compositions using notation that demonstrates the inter-related dimensions of music</p> <p>I can Use a variety of note lengths (minims, crotchets and quavers) in my improvisations and compositions</p>	<p>I can perform a solo improvisation within a song, using up to 8 notes and varied rhythms</p> <p>I can create chord sequences that make sense musically and use appropriate notation</p> <p>I can create a melody to fit a chord sequence, using the inter-related dimensions of music</p> <p>I can use musical notation on a staff to record compositions</p> <p>I can use dotted and syncopated rhythms in my compositions</p> <p>I can compose using the sounds and loops on a sequencer</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>HISTORY & KNOWLEDGE</i>					
	2.6 <i>Develop an understanding of the history of music</i>	I can talk about past and present events in my own life and in the lives of family members	I can describe the music of famous composers and singers using factual musical language	I can place composers and musicians on a musical chronological framework I can start to identify the genre of pieces of music from the 20 th Century I can name the different sections and instruments of an orchestra, big band and rock band.	I can compare the music of composers from different time periods (e.g. Baroque, Classical, Romantic) I can identify genres of music from the 20 th Century and explain how they are linked I can identify when major changes in musical instruments and technology took place

GREAT COMPOSERS AND MUSICIANS <https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-trailblazers/zfpy7nb>

All classes should spend a short amount of time (not full units of work) getting children to listen to and learn some fast facts about these composers and musicians. This is to ensure we have coverage of composers from different times, as well as representing females and other cultures in music.

Y1 - Wolfgang Amadeus Mozart; Alan Menken (Disney)

Y2 - Johann Sebastian Bach; Camille Saint-Saens (Carnival of the Animals); Elvis Presley

Y3 - Antonio Vivaldi (BBC Trailblazer); Ravi Shankar (BBC Trailblazer); Elton John

Y4 - Delia Derbyshire (BBC Trailblazer); Richard Wagner (Ride of the Valkyries); Rodgers & Hammerstein; The Beatles

Y5 - Hans Zimmer (BBC Trailblazer); Gustav Holst (The Planets); Georg Frideric Handel (Zadok the Priest); Bob Dylan

Y6 - George Gershwin (BBC Trailblazer); Edward Elgar (Pomp & Circumstance/Enigma); Florence Price (BBC Trailblazer); Carole King

VOCABULARY

KS1

Bar	Percussion	Repetition
Crotchet	Performance	Rest
Imitation	Pitch	Round
Minim	Pulse	Rhythm
Moderato	Quaver	Tempo
		Tune

LKS2

KS1 Vocabulary + these additional words

Accompaniment	Improvisation
Allegro	Largo
Chord	Melody (tune)
Chord progressions	Notation
Composition	Ostinato
Counter-melody	Piano
Forte	Solo
Harmony	Tuned
Imitation	Unison

UKS2

All KS1 and LKS2 Vocabulary + these additional words

Crescendo	Off-beat rhythms	Sequencer
Diminuendo	Phrasing	Mixing
Dotted rhythm	Score	Loops
Instrumentation	Staff notation	Tracks
Musical features	Syncopated	
	Time signature	