

OLVESTON CEVC PRIMARY SCHOOL



O.U.R MUSIC CURRICULUM

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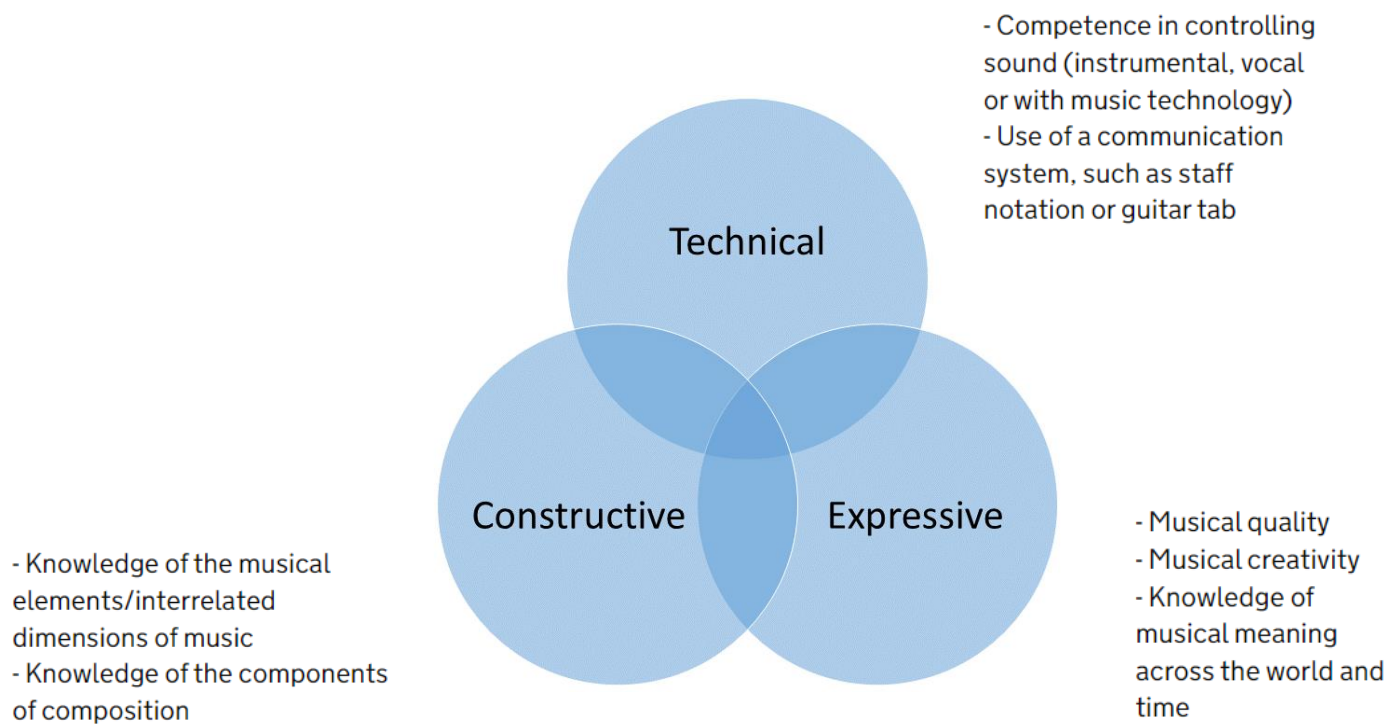
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OUR Music Curriculum

At Oveston CEVC Primary School, we value Music as a significant part of the curriculum to stimulate creativity and extend a range of skills. Pupils will experience a range of music to help develop their musical abilities and musical appreciation. Through our Music curriculum, pupils should be inspired by a range of music and experiences of different instruments to become the best musicians they can be. As pupils progress, they should be able to think critically to evaluate their performances and the performances of others. There should be clear evidence of progression through the year groups in the form of recordings and performances. We believe that helping children develop their musical skills as will increase their self-confidence, creativity and sense of achievement as well as a life-long appreciation for music. We believe our Music curriculum is ambitious and exciting!

The Oveston Music Curriculum has three over-arching and interdependent aims:

- Children develop the ‘technical’ proficiency that enables them to translate their ideas successfully into sound. This includes the ability the use of instrumental playing, singing and music technology.
- Children will develop knowledge of how musical components come together both analytically and in the creative process – ‘Constructive’ elements of music.
- Children will be able to ‘express’ themselves through music and make meaningful connections to how music makes us, and others, feel.



What does this look like in the long term?

- When **composing**, children will use a range of musical skills including rhythm, beat, pitch, structure and notation to produce their own compositions using their voices, tuned and untuned instruments, both in groups and as individuals.
- To demonstrate **technical proficiency**, children will be able to play or sing short pieces of music accurately and with expression.
- Pupils will be able to express emotion through performing and composing music to demonstrate their **expressive intention**.
- As children develop their **procedural knowledge** they will become more competent in playing musical instruments and singing accurately and with control of pitch, rhythm, pulse, and movement.

O.U.R Music Framework

How knowledge, skills and understanding connect

Elemements of our Music Curriculum

Knowledge and Understanding

Music is both a practical and academic subject. Musical learning is about thinking and acting musically. This means that music lessons should be about learning in and through music, not solely about music. Music lessons in school should be focussed on developing imagination and creativity, building up pupils' knowledge, skills and understanding. Music is fundamentally important throughout the curriculum for all children. Music development goes beyond the physical – it reaches parts of the soul that other subject can't.

Substantive Knowledge

The what when and how of Music (specific to areas of learning – eg composing, listening, learning an instrument)

Disciplinary Knowledge

The process od being a listener, composer and performer – the knowledge and skills that can be applied across the Musical process

Themes

Listening and responding

Performing

Composing

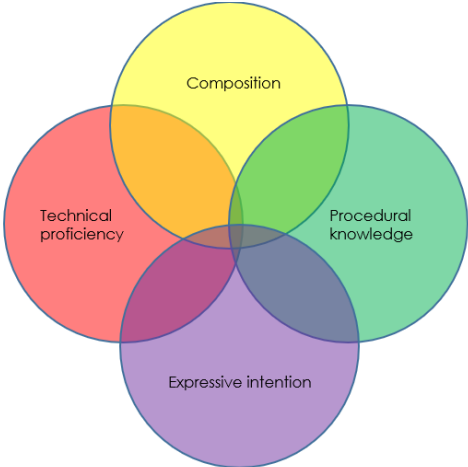
Music Strands

Composition

Technical Proficiency

Expressive Intention

Procedural Knowledge



These elements do not stand as isolated parts; thinking and work is often a combination of all or a number of them.



KS1 National Curriculum Requirements. Pupils should be taught to:					
Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Number	Beat		✓	✓	
Unit 3: Animals	Pitch	✓			✓
Unit 4: Weather	Exploring Sounds	✓	✓	✓	✓
Unit 5: Machines	Beat		✓		✓
Unit 6: Seasons	Pitch			✓	✓
Unit 7: Our School	Exploring Sounds	✓	✓		✓
Unit 8: Pattern	Beat		✓	✓	✓
Unit 9: Storytime	Exploring Sounds			✓	✓
Unit 10: Our bodies	Beat			✓	✓
Unit 11: Travel	Performance	✓		✓	
Unit 12: Water	Pitch	✓	✓	✓	✓



MUSIC EXPRESS Year 2 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.					
KS1 National Curriculum Requirements. Pupils should be taught to:					
Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Toys	Beat				✓
Unit 3: Our land	Exploring Sounds			✓	✓
Unit 4: Our bodies	Beat	✓	✓		
Unit 5: Animals	Pitch		✓		✓
Unit 6: Number	Beat		✓		✓
Unit 7: Storytime	Exploring Sounds	✓			✓
Unit 8: Seasons	Pitch	✓	✓		✓
Unit 9: Weather	Exploring Sounds	✓		✓	✓
Unit 10: Pattern	Beat				✓
Unit 11: Water	Pitch	✓	✓		
Unit 12: Travel	Performance	✓	✓	✓	✓



MUSIC
EXPRESS

Year 3 Curriculum Map



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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 interrelated 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
Unit 1: Environment	Composition	✓	✓			✓	
Unit 2: Building	Beat	✓	✓			✓	
Unit 3: Sounds	Exploring Sounds					✓	
Unit 4: Poetry	Performance		✓	✓			
Unit 5: China	Pitch	✓			✓	✓	
Unit 6: Time	Beat	✓	✓	✓	✓		✓
Unit 7: In the past	Pitch				✓		✓
Unit 8: Communication	Composition	✓			✓		
Unit 9: Human body	Structure	✓				✓	
Unit 10: Singing French	Pitch		✓	✓	✓		
Unit 11: Ancient	Structure	✓	✓	✓			✓
Unit 12: Food and	Performance		✓				





KS2 National Curriculum Requirements. Pupils should be taught to:							
Unit	Musical Focus	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 interrelated 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
Unit 1: Poetry	Performance	✓	✓	✓			
Unit 2: Environment	Composition					✓	
Unit 3: Sounds	Exploring Sounds	✓		✓			✓
Unit 4: Recycling	Structure	✓	✓	✓		✓	
Unit 5: Building	Beat	✓	✓			✓	
Unit 6: Around the	Pitch	✓			✓	✓	
Unit 7: Ancient worlds	Structure			✓	✓		✓
Unit 8: Singing Spanish	Pitch	✓	✓				
Unit 9: Communication	Composition		✓	✓			
Unit 10: Time	Beat	✓	✓	✓	✓		✓
Unit 11: In the past	Notation	✓	✓		✓		✓
Unit 12: Food and drink	Performance		✓			✓	



MUSIC
EXPRESS

Year 5 Curriculum Map



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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 interrelated 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
Unit 1: Our Community	Performance	✓	✓			✓	✓
Unit 2: Solar system	Listening	✓	✓	✓		✓	✓
Unit 3: Life cycles	Structure		✓	✓	✓	✓	✓
Unit 4: Keeping healthy	Beat	✓			✓	✓	
Unit 5: At the movies	Composition	✓	✓	✓	✓	✓	
Unit 6: Celebration	Performance	✓		✓			



MUSIC
EXPRESS

Year 6 Curriculum Map



Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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 interrelated 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
Unit 1: World unite	Step dance performance	✓	✓		✓		
Unit 2: Journeys	Song cycle performance	✓				✓	✓
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	✓		✓	✓		