

Curriculum Outline 2024-25: **MUSIC**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Sing up! <i>Pupils will expand their vocal skills to sing songs of varying pitch range. Pupils will learn to perform separate parts to others and begin to sing in 2 & 3 part harmony. They will also learn to perform in front of others and to perform as part of an ensemble.</i></p> <p>A range of songs will be studied including:</p> <ul style="list-style-type: none"> • Billy the Kid, • Hey Mr Miller, • Make Your Own Kind of Music, • Love As Our Guide 		<p>Ukulele - 4 chord songs <i>Pupils will begin to develop their notation reading, both standard and tablature, in order to play a number of chords. Pupils will also develop their aural, in order to play along correctly with tracks. Pupils will also learn to improvise various strumming/rhythmic patterns.</i></p> <p>Pupils will be taught to play four 'basic' chords, C G Am F and more complex chords, D A Em Bm. Pupils will get the opportunity to perform in whole class groups & smaller ensembles with and without backing tracks.</p>		<p>I Can Compose; <i>Pupils will learn how to compose music in a group context, learning about and developing their understanding of: Structure, Harmony, Melody, Improvisation, Rhythm & Duration, Staff notation.</i></p> <p><i>Pupils will also continue development of performance and ensemble skills. They will also learn about scales and how they are formed, focussing primarily on C Major.</i></p> <p><i>Pupils will learn about the orchestra and other ensembles and how composers create colour in their works.</i></p>	
LITERACY	<p>Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'.</p> <p>Developing an understanding of key musical elements/terms</p>		<p>Developing an understanding of key musical elements/terms</p>		<p>Developing an understanding of key musical elements/terms.</p>	
NUMERACY:	<p>Understanding basic notation durations - 2, 1 and ½ beats. Use of modelling to understand beat and bar lengths.</p>		<p>Development of basic notation durations - addition of ¼ beats to patterns. Use of modelling to understand beat and bar lengths.</p>		<p>Demonstration of the range of basic notation durations - counting and playing beats/patterns using these values.</p>	
SMSC/Creativity Focus	<p>Teamwork - In this topic, pupils must learn to listen to others within their small working group and whole class situation, in order to sing in time and in tune.</p> <p>Creativity - Pupils will have to experiment with methods of adapting their voice to blend and balance within a musical performance.</p>		<p>Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, i.e. how to hold the instrument, what fingers are used to press strings etc.</p> <p>Teamwork - pupils will need to work with others to structure and order performances of various songs.</p>		<p>Problem solving - In this topic, pupils will need to overcome physical challenges, specific to themselves, specifically how to tighten and loosen their lips to make a sound.</p> <p>Creativity - Pupils will explore how to order notes and rhythms to create their own unique short pieces of music.</p>	

<p style="text-align: center;">Year 6</p>	<p>Keys and Harmony <i>Pupils will further develop their understanding of written notation, through introducing simple melodies, scales and chordal harmony. Pupils will continue to develop their aural skills and understanding of timing, introducing simple syncopation.</i></p> <p>A range of tunes will be used including:</p> <ul style="list-style-type: none"> • The Lion Sleeps Tonight, • Various Christmas tunes, • Twinkle Twinkle - links to Mozart • Ode to Joy - links to Beethoven <p>Pupils will get the chance to compose their own short pieces of music, where they will expand on previously learnt concepts, including using in step movement, binary/ternary structures and basic chord progressions.</p>	<p>World Music Gamelan/ West African <i>Through the study of Gamelan & West African music, pupils will demonstrate their increasing knowledge of syncopation and ability to count whole beats and their subdivisions.</i> <i>Pupils will use tuned and untuned percussion to perform and create increasingly complex musical pieces.</i></p> <p>Pupils will perform music and tunes specific to the area of study.</p> <p>Pupils will also compose and perform a Gamelan style piece that they create, as part of a wider group.</p>	<p>Just Play! <i>Pupils will draw together the skills they have been taught over the KS2 curriculum to work in an ensemble to perform a given piece of music.</i> <i>This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Through performance, pupils will aim to demonstrate their growing understanding of:</p> <ul style="list-style-type: none"> • Various notation - standard and tab, • How to form a performance, • How to use rhythm and pulse correctly, • Create own rhythmic and melodic riffs to enhance the work further <p>Choice of song from the following:</p> <ul style="list-style-type: none"> • Times Like These - Foo Fighters • Songbird - Oasis • Shotgun - George Ezra
<p style="text-align: center;">LITERACY</p>	<p>Throughout the year, pupils will undertake reading comprehension tasks, focused on key 'Musical Greats'.</p>	<p style="text-align: center;">Reading Comprehension tasks</p>	<p style="text-align: center;">Reading Comprehension tasks</p> <p><u>Homework project - Research a pop musician/ensemble.</u></p>
<p style="text-align: center;">NUMERACY:</p>	<p>Introduction of syncopation, focused against a pulse of 4. Use of modelling to understand beat and bar lengths.</p>	<p>Understanding of non sequential rhythmic patterns, i.e. changing patterns per bar and use of off beat (syncopated) heavy melodies. Use of modelling to understand beat and bar lengths.</p>	<p>Demonstration of the range of notation patterns through performance and composition. Use of modelling to understand beat and bar lengths.</p>
<p style="text-align: center;">SMSC/Creativity Focus</p>	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p>	<p>Teamwork - In this topic, pupil must work together to understand and perform complex patterns. They will need to communicate a way to ensure they understand how to keep in time with a beat, whilst counting the subdivision of their own part.</p>	<p>Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.</p>

	Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	They must choose roles within the group that play to the different strengths of individuals. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.	Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance. Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.
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Year 7	<p>Find Your Voice: <i>Pupils will build on the vocal skills studied in KS2, learning to identify vocal and instrumental parts aurally and then replicate them using their voice.</i></p> <p>Pupils will expand on ensemble skills taught in KS2 to create unique group performances of a track of their choosing.</p>	<p>Songwriting: <i>Pupils will learn about song structure and how chord progressions are used in popular music.</i></p> <p>Pupils will learn how to create lyrics and link them to rhythmic patterns and perform over premade instrumental loops and chords performed on keyboards or string instruments.</p>	<p>The Guitar <i>Pupils will learn the rudiments of playing the guitar. Pupils will also further expand their understanding of rhythm and chord sequences.</i></p> <p>Pupils will study the following songs in this topic: Wonderwall - Oasis Three Little Birds - Bob Marley Boulevard of Broken Dreams - Green Day</p>	<p>Mozart - Theme & Variation <i>Pupils will put to use their growing knowledge of pitch, harmony and rhythm to create a piece of music in the style of Mozart.</i></p> <p>Pupils will be taught introduced to the bass clef and an increasing range of scales.</p> <p>Music studied will include: Ah vous dirai-je, Maman, Rondo Alla Turca, Eine kleine Nachtmusik</p>	<p>Remixes <i>Pupils will learn to use a DAW to create a remix of a popular song.</i></p> <p>Pupils will further develop their understanding of structure, instrumentation and rhythm & pulse, to create a unique piece of music.</p> <p>Pupils will be taught how to use features of a DAW in order to create a piece of music.</p>	<p>Pop Music <i>Pupils will make use of a DAW in order to create a pop song.</i></p> <p>Pupils will use knowledge gained during the year to ensure they create a piece that uses the correct structure, makes use of a 4 chord pattern and includes a vocal part, using work from their songwriting topic.</p>
	<p>Extended Literacy opportunities:</p> <p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>	<p>Pupils will be given the opportunity to create lyrics to a song.</p> <p>Various styles of writing will be used, including use of short stories and acrostic poems.</p>	<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>		<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least 2 listening tasks per term where they must give written responses.</p>	

<p>NUMERACY:</p>	<p>Introduction of different time signatures and how to count their subdivisions.</p>		<p>Use of dotted rhythms in composition, further dividing the beat into $\frac{3}{4}$ and $\frac{1}{6}$ beats.</p>		<p>Use of bar modelling to link with DAW drum sequencing.</p>	
<p>SMSC/Creativity Focus</p>	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will need to use their initiative to adapt a starting idea to create a piece of work unique to themselves.</p> <p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>Problem solving - Pupils must adapt when they encounter problems with parts of their work.</p>		<p>Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>	
<p>Year 8</p>	<p>The Blues <i>Pupils will learn the history of the blues and the role it plays in popular music history.</i></p> <p>Pupils will use practical skills learnt in prior years to perform a 12 bar blues sequence and syncopated melody.</p> <p>Pupils will be taught improvisation techniques specific to the genre &</p>	<p>Samba <i>Pupils will learn about the history of samba and how syncopated rhythms and polyrhythms are used to make the music come alive.</i></p> <p>Pupils will recall and use various ways of counting and reading different patterns to perform complex patterns.</p> <p>Pupils will create their own improvised solo to perform within a group samba performance.</p>	<p>Soundtracks <i>Pupils will study how film composers create music to reflect the mood that a film director is trying to convey.</i></p> <p>Pupils will learn about the use of leitmotif in the genre and the links to character, moods and ideas.</p> <p>Pupils will also learn about other specific musical devices usually found within the genre.</p> <p>Pupils will compose their own short soundscape to accompany a movie scene.</p>	<p>Rap Music <i>Pupils will learn how to create rap melodies, building on their previous songwriting work in Year 7.</i></p> <p>Pupils will learn how to create lyrics to fit the genre, making use of rhyme and fitting into a rhythm cadence.</p> <p>Pupils will then further develop their skills in using a DAW to create a track which they will perform over and record.</p>	<p>Rock Band Ensemble Project <i>Pupils will draw together all the skills and knowledge they have been taught over KS2 & KS3 to create their own group This topic will make use of the Musical Futures Just Play resources.</i></p> <p>Pupils will work together to create a performance of a song of their choice, making use of any equipment available to them, including music tech. Pupils will present their work as an end of year performance.</p>	
<p>Extended Literacy opportunities:</p>	<p>Pupils will be given the opportunity to create lyrics in the blues style.</p>	<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at</p>	<p><u>Homework activities - Listening logs.</u></p> <p>Pupils will be set at least</p>	<p>Pupils will be given the opportunity to create their own rap lyrics.</p>	<p>Careers in Music</p> <p>Pupils must research and answer</p>	<p><u>Homework activities - Listening logs.</u></p>

		least 2 listening tasks per term where they must give written responses.	2 listening tasks per term where they must give written responses.	Links will be made to Shakespeare poetry studied in English lessons.	questions relating to various career paths that are available in the music industry.	Pupils will be set at least 2 listening tasks per term where they must give written responses.
NUMERACY:	Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Understanding of various rhythmic patterns using 1, ½ and ¼ as a starting point. I.e. subdividing below a semiquaver beat.		Demonstration of the range of notation patterns through performance and composition.	
SMSC/Creativity Focus	<p>Problem solving - Pupils need to listen to their own performance and show increasing independence to make decisions about how to enhance their performance abilities.</p> <p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p>		<p>Creativity - Pupils will create pieces of music of increasing complexity that must abide by specific rules.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>		<p>Teamwork - In this topic, pupil must work together to adapt and form a performance of a given song, using only a chord sheet. They must choose roles within the group that play to the different strengths of individuals.</p> <p>Creativity - Pupils will be encouraged to create their own ideas and add these into the overall performance.</p> <p>SMEH - Listening for pleasure - Pupils will be encouraged to listen to various styles, to develop their love of music for pleasure.</p>	