

Key Stage 2 Curriculum Overview – Music

Curriculum Intent

Our aim is to deliver a range of high-quality musical experiences for all as part of a wider curriculum that helps children to achieve their potential.

Approach / Philosophy / Implementation:

All children at Holywell have the opportunity to sing, perform, compose, and listen and respond to music within their weekly Music lesson. In addition, the Music curriculum at Holywell strives to embody the following approaches:

- Sound before symbol: notation is a key skill for musicians but knowledge of standard musical notation - and the available alternatives - should be developed alongside practical music-making opportunities.
- We work to ensure that our music lessons offer genuine opportunities for all pupils to develop their individual creative voices.
- To provide experiences which enhance cultural capital: close familiarity with diverse styles of music helps pupils understand the cultural context of the society in which we live. It also enhances empathy and understanding with people from all over the world.
- Equal opportunities for all to engage with music making: We strive to ensure that all pupils have equal opportunities to experience, enjoy and engage with music in all its forms.
- Stylistic diversity: we believe in the inherent value of all styles of music, from all historical periods, and from all the world's cultures. We aspire to introduce pupils to as many of these as we can whilst they are with us at Holywell.
- Singing and music theory are embedded into every module at KS2.

Term	Year 5	Year 6
<p>Autumn term 1</p>	<p>Title of unit: Musical Elements</p> <p>Big Concept/Composite Knowledge: Developing students understanding of key musical elements and instrument recognition. The unit introduces the key musical elements of pitch, rhythm, dynamics, sonority, pulse and tempo, through structured practical tasks. Students will listen and respond to a variety of different musical styles using appropriate subject vocabulary and will learn to recognise the instruments of the orchestra by sight and sound.</p> <p>By the end of this unit students should have learned:</p> <p>To recognise and manipulate the musical elements in their practical and listening work.</p> <p>To identify the 4 sections of the orchestra and to start to identify individual instruments by sight and sound</p>	<p>Title of unit: Ukulele (2)</p> <p>Big Concept/Composite Knowledge: Developing students' ukulele and performance skills Students will develop their ukulele playing technique and will learn a 4-chord sequence to accompany a song.</p> <p>By the end of this unit students should have learned:</p> <p>To name the parts of the ukulele To be able to play the chords of C, Am, F and G To use a variety of strumming patterns To perform a song with vocals and ukulele backing in a group To be able to read and write basic pitch and rhythm notation.</p>

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Evidence of learning	Summative assessment will be via two group performances, one using pitched percussion and one using unpitched percussion and a summative listening task. Formative assessment will take place in every lesson through questioning and practical tasks.	Summative Assessments: Group performances of a 4-chord song and a written assessment of rhythm and pitch notation.
Links to prior learning	Most students will have sung regularly and are likely to have participated in one term of instrumental tuition provided by Inspiring Music.	Year 5 Ukulele (1)
Links to future learning	Musical elements are the essential building blocks from which Music is created. They will be revisited and added to throughout KS2.	Year 7 Guitar (1)
Autumn Term 2	<p>Title of unit: Musical Elements</p> <p>Big Concept/Composite Knowledge: Developing students understanding of key musical elements and instrument recognition. The unit introduces the key musical elements of pitch, rhythm, dynamics, sonority, pulse and tempo, through structured practical tasks. Students will listen and respond to a variety of different musical styles using appropriate subject vocabulary and will learn to recognise the instruments of the orchestra by sight and sound.</p> <p>By the end of this unit students should have learned:</p> <p>To recognise and manipulate the musical elements in their practical and listening work.</p> <p>To identify the 4 sections of the orchestra and to start to identify individual instruments by sight and sound</p>	<p>Title of unit: Programme Music – 6 weeks</p> <p>Big Concept/Composite Knowledge: Developing students’ composition skills and revision of orchestral instruments. Students will use keyboards to compose short programmatic pieces in binary or ternary form, in response to a stimulus. Listening tasks will focus on programme music (music which tells a story) and will develop students’ ability to recognise instruments of the orchestra by sight and sound.</p> <p>By the end of this unit students should have learned:</p> <p>To use a range of simple musical devices to compose a keyboard piece in binary or ternary form.</p> <p>To compose a keyboard piece which creates a specific mood, paints a picture or tells a story.</p> <p>To increase their ability to recognise orchestral instruments by sight and sound.</p>
Evidence of Learning	Summative assessment will be via two group performances, one using pitched percussion and one using unpitched percussion and a summative listening task. Formative assessment will take place in every lesson through questioning and practical tasks.	Summative Assessment: Final composition and end of unit listening task. Formative assessment will take place in every lesson through questioning, listening tasks and immediate feedback.
Links to prior learning	Most students will have sung regularly and are likely to have participated in one term of instrumental tuition provided by Inspiring Music.	This unit build on the learning from year 5 in the following units of work; Musical elements, keyboard skills (1) and Space composition.

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Links to future learning	Musical elements are the essential building blocks from which Music is created. They will be revisited and added to throughout KS2.	Keyboard Skills (2) and Film Music (y6) Structure and Form in classical Music (y7)
Spring term 1	<p>Title of unit: Keyboard Skills (1)</p> <p>Big Concept/Composite Knowledge: Developing keyboard skills (1) Students will learn the 'geography' of the keyboard, the correct 5 finger playing technique and basic stave notation. Listening and appraising will focus on a range of keyboard repertoire and will utilise reinforce students' understanding of the musical elements.</p> <p>By the end of this unit students should have learned:</p> <p>The geography of the keyboard How to play 5 finger melodies from stave notation To perform both parts of a piece with a LH drone accompaniment and a RH melody, in time with a partner.</p>	<p>Title of unit: 12 Bar Blues</p> <p>Big Concept/Composite Knowledge: An introduction to improvising and developing students' understanding of chords in the context of 'Blues' Music.</p> <p>Component Knowledge: Students will learn how to play the 12-bar blues chord sequence in the key of C and to improvise using he notes of the blues scale, on tuned percussion or keyboards.</p> <p>By the end of this unit students should have learned:</p> <p>To recognise the key features of Blues Music and understand it's historical and cultural context. To perform the 12-bar blues chord sequence in the key of C. To use the notes of the blues scale to create an 8 beat improvisation over a chord sequence.</p>
Evidence of learning	<p>Assessment focus: Performing 5 finger melodies and drones individually and in pairs. This will include self, peer and teacher assessment. Formative assessment of ongoing listening work. Summative assessment of pitch notation and keyboard skills.</p>	<p>Assessment focus: Individual performances of an 8 beat improvisation and a group performance of the 12-bar blues chord sequence on the key of C. Summative listening task based on a piece of blues music.</p>
Links to prior learning	This unit builds on the ensemble playing and notation skills developed in the Autumn term in Year 5.	Year 5 Ukulele (1) Year 5 Keyboard skills (1)
Links to future learning	Keyboard skills are central to the curriculum and will be revisited regularly.	Year 6 Samba (2) rhythmic improvisation Year 7 Musical Structure
Spring term 2	<p>Title of unit: Samba (1). Carnival Samba using sound shapes Big concept/composite knowledge: Perform Samba rhythms as part of an ensemble using Remo Sound Shapes. Listening and responding to percussion and rhythm focussed repertoire.</p> <p>By the end of this unit students should have learned:</p> <p>To perform samba rhythms in time with a pulse To follow the directions of the samba maestro (leader)</p>	<p>Title of unit: Samba (2) Carnival Samba using the real samba kit.</p> <p>Big Concept/Composite Knowledge: Perform Samba rhythms as part of an ensemble and follow the directions of the samba maestro, using the real samba kit. Learning to play and sing 'Brazil' using samba instruments. Listening and responding to appropriate repertoire.</p>

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	<p>To use the technique of 'call and response' to create and respond to rhythms.</p> <p>To compose and notate their own rhythms.</p> <p>To understand the historical and geographical context of Samba.</p>	<p>By the end of this unit students should have learned:</p> <p>The names and correct playing technique for 5 samba instruments.</p> <p>To perform 5 samba rhythms in time with a pulse</p> <p>To lead and participate in call and response rhythm activities.</p> <p>To compose and notate samba rhythms.</p>
Evidence of learning	<p>Assessment focus: Final ensemble performance and rhythm composition tasks incorporating key elements of Samba.</p> <p>Summative assessment of rhythm notation.</p>	<p>Assessment focus: Final small group samba ensemble performances, including a call and response section. Written assessment of rhythm writing.</p> <p>Formative listening work.</p>
Links to prior learning	<p>Notation and ensemble playing.</p>	<p>Year 5 Samba (1), rhythm notation and ensemble playing.</p>
Links to future learning	<p>Samba skills will be further developed in samba units 2 (year 6) Samba 3 (year 7) and Samba 4 (year 8)</p>	<p>Samba skills will be further developed in samba units 3 (year 7) and Samba 4. (year 8)</p>
Summer term 1	<p>Title of unit: Space</p> <p>Big Concept/Composite Knowledge: Students will compose a piece in binary or ternary form, inspired by Hans Zimmer's 'Earth Piece. Performance and listening work linked to Holst's Planets Suite.</p> <p>By the end of this unit students should have learned:</p> <p>To manipulate sounds for specific effect.</p> <p>To compose a piece with a musical structure (binary/ternary)</p> <p>To control a range of classroom instruments</p> <p>To work collaboratively</p> <p>To notate a composition</p>	<p>Title of unit: Film Music</p> <p>Big Concept/Composite Knowledge:</p> <p>Students will be introduced to the world of Film music and will learn techniques to help them compose short sections of Music to accompany a film clip.</p> <p>By the end of this unit students should have learned:</p> <p>To appreciate the work of a range of film composers.</p> <p>To recognise and use musical clichés in their compositions to create specific effects.</p> <p>To use keyboards creatively to compose stylistically appropriate segments of music to accompany a film clip.</p>
Evidence of learning	<p>Assessment focus: Final composition of 'Earth' pieces including notation, formative assessment of listening tasks and a summative listening task.</p>	<p>Assessment focus: Notated compositions will be marked in line with clear success criteria.</p> <p>Formative listening tasks.</p>
Links to prior learning	<p>Musical elements/instrument recognition/notation</p>	<p>Year 5 space,</p> <p>Year 5 musical elements,</p> <p>Year 5 keyboard skills (1)</p>
Links to future learning	<p>Composition is a key skill which will be revisited regularly.</p>	<p>Composition is a key skill which will be revisited regularly.</p>

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Summer term 2	<p>Title of Unit: Ukulele (1)</p> <p>Big Concept/Composite Knowledge Introduction to playing the ukulele; basic strumming technique learning to play C, F and Am chords.</p> <p>By the end of this unit students should have learned:</p> <p>The parts of the ukulele How to play a 3-chord sequence with a basic strumming pattern To perform a song with vocals in a group</p>	<p>Title of unit: Keyboard Skills (2) – Beethoven’s Ode to Joy</p> <p>Big Concept/Composite Knowledge: Students will develop their keyboard skills whilst learning about Beethoven.</p> <p>By the end of this unit students should have learned:</p> <p>Key biographical and musical facts about Ludwig van Beethoven. Effective practice techniques. Significantly improved their keyboard skills by working through a series of 6 graded versions of ‘Ode to Joy’.</p>
Evidence of learning	Assessment focus: Summative assessment of a 3-chord song performance.	Assessment focus: Summative solo performance and end of term listening task. Ongoing formative assessment of weekly listening tasks and instant feedback on keyboard technique.
Links to prior learning	Performance skills, instrumental technique, collaboration.	Year 5 Keyboard skills (1)
Links to future learning	Year 6 Ukulele skills (2)	Year 7 Keyboard skills (3)
<p>Reading in the curriculum (Literacy & Vocabulary) Key words, reading comprehensions, song lyrics</p>		
<p>Careers in the curriculum Jobs that use Music – link to BBC bitesize Music careers</p>		
<p>Protected Characteristics in the curriculum Holywell’s Music curriculum and extra-curricular provision is designed to ensure there are musical opportunities for all our students, regardless of race; gender; where they live; their levels of musical talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children. The curriculum covers a diverse range of Musical genres and explores composers from a wide ranging historical, cultural and geographical context.</p>		
<p>Safeguarding including safety in the curriculum Music has a large a practical element and students are taught the procedures necessary to ensure they are safe when moving round the classroom and using equipment. They are taught how to get out, use and put away equipment in a calm, safe manner. When playing instruments, they are taught the correct playing techniques to prevent injuries.</p>		
<p>Values across the curriculum Values are displayed on the wall and are regularly referred to in lessons. Students reflect on the values that they and their peers have demonstrated in lessons.</p>		

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Spirituality in the curriculum

The Theological routed Christian vision of the curriculum is encouraged through the experience and emotion of responding to, performing, listening and composing music. Students are encouraged to express their feelings verbally and in written form, to improve their levels of emotional articulation.

Sacred Music is explored throughout history. Inspiration and inspirational musicians are discussed and students experience the joy of singing and performing together on a regular basis.

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, performances, end of unit assessments and in class assessments/quizzes

Parents/Carers can support their child by:

Singing at home, listening to music together and discussing what you like about it, going to live music events, supporting your child in learning a musical instrument and encouraging your child to attend an extra-curricular Music club.

The following websites are useful for supporting your child with curriculum Music.

[BBC Bitesize music](#)

[DSO kids - Instruments of the orchestra](#)