





# Brompton and Sawdon: Long term Music curriculum plan –Class 1







| Class 1: Yr A  | A1   | A2  | Sp1   | Sp2 | Su1  | Su2 |
|--|--|---|---|-----|--|-----|
| <b>Area</b>  | <b>Introductions</b><br>Year A Mozart Rondo alla Turca<br>Year B Handel Royal Fireworks  |   | Year A Holst Mars from the Planets<br>Year B Storytime<br>Musical sound effects   |     | Year A Rimsky Korsakov Flight of the Bumble Bee<br>Year B Saint Saens Carnival of the Animals<br>Following Directions  |     |
| <b>Key substantive knowledge to be taught</b>  | Music has a pulse.<br>Pulse can be fast and slow.<br>Music can be loud and quiet.  |   | Rhythm is a pattern.<br>Music can create 'effects' using short/long, smooth/detached sounds   |     | Pitch is high and low.<br>Music needs to 'start' and 'stop'  |     |
| <b>Key skills (procedural knowledge)</b>   | Sing simple songs.<br>Maintain a steady pulse.<br>Listen and respond to music.<br>Explore percussion instruments   |   | Copycat rhythms and short repeating patterns. Pulse. Creating sound effects.  |     | Follow directions for when to sing/play. Question and answer phrases.<br>Call and response songs.<br>Create symbols to represent sounds.   |     |
| <b>Vocabulary</b>  | Pulse. Stop, start. Loud, quiet. Fast, slow  |   | Pulse. Rhythm. High, low. Staccato, smooth  |     | Names of percussion instruments  |     |
| <b>Famous musicians</b>  | Mozart. Handel   |   | Holst   |     | R Korsakov. Saint Saens  |     |
| <b>Links to EY curriculum</b>  | <u>Expressive Arts and Design</u><br>Sing a range of well-known nursery rhymes and songs.<br>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.<br>Imitate and create sounds<br>Create collaboratively, sharing ideas, resources and skills. |   | <u>Physical Development</u><br>Combine different movements with ease and fluency.<br>Interpret music through movement<br><u>Expressive Arts and Design</u><br>Explore sounds of different instruments<br>Tap simple repeated patterns<br>Listen attentively, move to and talk about music, expressing their feelings and responses<br>Explore and engage in music making and dance, performing solo or in groups. |     | <u>Expressive Arts and Design</u><br>Explore how to change sounds<br>Develop an awareness of pitch<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody. |     |
| <b>All work in EYFS is underpinned by Communication and Language development</b><br>Sing a large repertoire of songs. Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn rhymes, poems and songs |  |   |   |     |  |     |
| <b>Diversity</b>   |   | Listen to music from around the world.                                    |   |     |  |     |
| <b>Global awareness</b>  |   | •Recognise that music around the world can sound similar and different    |   |     |  |     |
| <b>Rural Aspirations</b>   |   | •Have a go at making music  |   |     |  |     |
| <b>Inspired by Nature</b>  |   | We take every opportunity to be inspired by nature, whatever the subject. |   |     |  |     |

## Brompton and Sawdon: Long term Music curriculum plan –Class 2







| Class 2: Year 2 and 3 |  | A1   | A2 | Sp1  | Sp2 | Su1  | Su2 |
|-----------------------|--|--|----|--|-----|--|-----|
| Year A                | Area                                   | Mussorgsky Night on a Bare Mountain<br>Recorders   |    | Anna Clyne Night Ferry<br>Water Compositions   |     | Villa Lobos The Little train<br>Train Journeys   |     |
|                       | Key substantive knowledge to be taught | Pulse can change – faster/slower. Pulse can be in groups of 2 and 3 beats<br>Pitch – stepwise movement i.e.C D E or B A G  |    | Rhythms can fit with words<br>Music can be layers of sounds  |     | Repeating rhythm is an Ostinato<br>Tempo can change gradually or suddenly<br>Dynamics can change gradually or suddenly |     |
|                       | Key skills (procedural knowledge)      | Action songs. Pulse.<br>Identify and respond to musical character.<br>Play melodic instrument following staff notation over range of 2-3 notes and perform together. |    | Creating and performing a graphic score/symbols.<br>Composing in response to image/story. Structure: beginning/middle/end            |     | Choosing a Tempo.<br>Composing from a non-musical stimulus.<br>Structure musical ideas.                                |     |
|                       | Famous musicians                       | Mussorgsky – 1839-1881 Russian Composer  |    | Anna Clyne b.1980 English Composer   |     | Villa lobos 1887-1959 Brazilian Composer   |     |
|                       | Vocabulary                             | Dynamics: Loud/Forte; Quiet/Piano, Crescendo.<br>Tempo fast, slow; Accelerando. Pitch low/high   |    | Graphic score. Layers of sound<br>Dynamics: Forte/Piano/ Crescendo   |     | Tempo: Allegro/Adagio/Accelerando/Ritenuto.<br>Dynamics: Crescendo/Diminuendo. Ostinato                                |     |
| Year B                | Area                                   | Pitch<br>Glockenspiels   |    | Families of Instruments<br>Elgar Enigma Variations   |     | The Sound Collector<br>Ukuleles  |     |
|                       | Key substantive knowledge to be taught | Pitch high, low, middle.<br>Notation: rhythm -Crotchet, paired quavers patterns.<br>Notation: pitch - E/F/D  |    | Range of instruments/families in the orchestra and how they produce sound.<br>Music can use 'themes' and have beginning, middle, end |     | Rhythm. Word patterns make rhythms.<br>Ostinato is a repeating pattern<br>Ukulele basics                               |     |
|                       | Key skills (procedural knowledge)      | Action songs. Copycat rhythms. Word rhythms.<br>Q&A rhythms. Stick notation. Improvisation   |    | Instrument families.<br>Create music from different stimuli  |     | Word rhythm patterns.<br>Ostinato. Song accompaniment.   |     |
|                       | Famous musicians                       |  |    | Edward Elgar 1857-1934, wrote music about his friends  |     | Roger McGough b.1937 English Poet  |     |
|                       | Vocabulary                             | Pulse/beat. Ostinato. Echo. Crotchet. Quavers.<br>Improvisation.   |    | Orchestra: Woodwind/Brass/String/Percussion<br>Themes  |     | Ostinato. Accompaniment. Pitch. Rhythm   |     |

|                           |   |   |
|---------------------------|---|---|
| <b>Diversity</b>          |  | Understand that, even if we wouldn't chose to listen to certain music, others might and it might have some significance or symbolism. |
| <b>Global awareness</b>   |  | •Recognise where some music comes from around the world due to its features   |
| <b>Rural Aspirations</b>  |  | •Recognise some of the career possibilities within the sphere of music. (eg. musician/producer / singer / teacher /marketing etc)     |
| <b>Inspired by Nature</b> |  | We take every opportunity to be inspired by nature, whatever the subject.   |

## Brompton and Sawdon: Long term Music curriculum plan –Class 3



| Class 3 | Yr 4, 5 and 6                          | A1  | A2 | Sp1   | Sp2 | Su1   | Su2 |
|---------|--|---|----|---|-----|---|-----|
| Year A  | Area                                   | Young Persons Guide to the Orchestra<br>Classroom Jazz  |    | World Music Pentatonic Scale  |     | The Beatles Yellow Submarine<br>Summertime  |     |
|         | Key substantive knowledge to be taught | Instruments/families of the orchestra<br>Improvisation skills. What is a riff?                                      |    | Music from around the world uses different instruments and note patterns (scales)   |     | Songs have verse/chorus/middle section<br>Chords can accompany a melody<br>Chords can be major or minor |     |
|         | Key skills (procedural knowledge)      | Instruments of the orchestra. Reading notation.<br>Time signatures. Improvisation                                   |    | Pentatonic melodies and compositions<br>Traditional music from around the world   |     | Popular music. Song accompaniments.<br>Song structure. Chords   |     |
|         | Famous musicians                       | Benjamin Britten 1913-1976 English Composer   |    | World Music   |     | The Beatles 1960's first major British pop group, from Liverpool.                                       |     |
|         | Vocabulary                             | Singing 'in a round'. Improvising.<br>Stave<br>Woodwind/Brass/String/Percussion families                            |    | Pentatonic melody. Scale. Legato. Staccato.   |     | Accompaniment. Verse. Chorus. Chords  |     |
| Class 3 | Yr 4, 5 and 6                          | A1  | A2 | Sp1   | Sp2 | Su1   | Su2 |
| Year B  | Area                                   | Dvorak 'Largo'  |    | Film Music  |     | Concerto for turntables and orchestra, mvt 5  |     |
|         | Key substantive knowledge to be taught | Dvorak's dates and journey to The New World.<br>Melody shape/structure.<br>Read notation up to an octave in C major |    | Music can follow action, describe action, add tension, add atmosphere   |     | Musical motif.<br>Musical Ostinato.<br>How to orchestrate patterns and structure to form a piece        |     |
|         | Key skills (procedural knowledge)      | Reading notation. Composition.<br>Melody and accompaniment.<br>Performing from notation.                            |    | Major/minor chords. Composing music to evoke atmosphere or accompany a silent film clip. Use graphic/rhythmic/staff notation. |     | Structure and orchestration. Create new sounds. Create and perform ostinato patterns                    |     |
|         | Famous musicians                       | Dvorak 1841-1904 Czech Composer   |    | John Williams. Hans Zimmer. Ludovico Einaudi Composers of film music  |     | Gabriel Prokofiev b.1975 Combined orchestral and hip hop/garage music                                   |     |
|         | Vocabulary                             | Semibreve. Minim. Crotchet. Quavers. Semiquavers  |    | Major. Minor. Chords. Crescendo. Diminuendo. Accelerando. Ritardando  |     | Solo/ensemble. Concerto. Ostinato. Orchestration  |     |

| Class 3                   | Yr 4, 5 and 6                          | A1  | A2   | Sp1  | Sp2 | Su1  | Su2 |
|---------------------------|--|---|--|--|-----|--|-----|
| Year C                    | Area                                   | Wagner Ride of The Valkyries<br>Christmas   |  | William Tell<br>Overture<br>Lean On Me                                 |     | Music for 18 Musicians /Rodeo Hoedown<br>Summer  |     |
|                           | Key substantive knowledge to be taught | Musical motif. Rondo form. Range of Dynamics Triad is a three-note chord. Trill.  |  | Opera tells a story.<br>Gospel/Soul music reflects beliefs and culture |     | Build structure using sections A B (C).<br>Develop/layer sections. Syncopated music is 'off' the beat. |     |
|                           | Key skills (procedural knowledge)      | Reading notation. Structuring music.  |  | Opera. Soul/Gospel music. Lyrics. Dynamics.<br>Quavers and semiquavers |     | Pulse. Ostinato. Orchestration. Follow direction   |     |
|                           | Famous musicians                       | Wagner 1813-1883 German<br>Composer   |  | Rossini 1792-1868 Italian<br>Composer                                  |     | American composers Steve Reich/Aaron Copland   |     |
|                           | Vocabulary                             | Motif. Rondo. Crescendo.<br>Diminuendo. Mezzo Forte/Piano                         |  | Fanfare. Fortissimo. Pianissimo.<br>Crotchet.<br>Quaver. Semiquaver.   |     | Texture. Layers. Legato. Staccato<br>Solo. Ensemble. Syncopation.                                      |     |
| <b>Diversity</b>          |  |  | Discuss why music might be different in different communities  |  |     |  |     |
| <b>Global awareness</b>   |  |  | •Compare and contrast music from different continents  |  |     |  |     |
| <b>Rural Aspirations</b>  |  |  | • Compare the skills needed within different careers within the sphere of music (eg. musician / producer / teacher / singer/marketing etc) |  |     |  |     |
| <b>Inspired by Nature</b> |  |  | We take every opportunity to be inspired by nature, whatever the subject.  |  |     |  |     |

### Enrichment in Music at Brompton and Sawdon Community Primary School:

- Regular opportunities to explore, sing and perform to music: assemblies / carol concerts / school performances / dance club
- Yearly Workshops from Music Innovations (Musical Instruments)
- Participation in Young Voices choir and performances
- Opportunities to learn how to play an instrument outside of the curriculum
- Performance areas/music players in playground/playtimes
- Specialist Music teacher teaches music throughout the school
- Choir club