

Music Curriculum at Lace Hill Academy

Who are we?

At Lace Hill Academy we follow a music programme called Kapow to support the teaching and learning of music. In Years 4, 5 and 6, all children learn to play a musical instrument for a term with a specialist music teacher. Within our school, we have class sets of recorders and glockenspiels as well as a selection of percussion instruments. Kapow also offers lessons for children to learn and play instruments. Children have weekly music lessons where they are taught the fundamentals of music such as notes, rhythm and the beat.

Parents encourage their children to be musical and we have a music teacher who comes in to provide private music lessons in guitar, piano and singing. We also have a KS2 choir group which children have the opportunity to join every year. This leads to them performing at the Young Voices concert in Birmingham.

To further celebrate music, we have music assemblies. We also have daily music within the classroom, which exposes the children to a wide genre of music. This includes genres from classical to rap, rock to jazz. Listening to the different music each week will allow the children to build upon what is being taught in their music lessons as well as develop an appreciation for all music types.

As well as discrete music lessons, music may also be used daily to:

- greet children as they enter the classroom
- set mood and tone and support pupils focus during independent learning activities.
- support daily routines e.g. tidying up cues, entering and exit school assemblies.
- support the teaching of movement through dance in P.E lessons.
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What do we need to know? Why?

The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

At Lace Hill we believe music is a practical, creative subject through which children can develop their imagination, the ability to listen attentively and the ability to express personal thoughts and feelings. The aims of studying music in our school are for children to:

- Build a sense of community through singing and performing together.
- Celebrate both individual and collective achievements.
- Understand the importance of technology within a musical context to explore and understand how music is created, produced and communicated globally.
- Develop an awareness and appreciation for a range of genres, styles and traditions through studying works from great historical composers and musicians.
- Acquire the skills to enable children to express their ideas, thoughts and feelings through music including dance and movement.
- Develop an understanding of the inter-related dimensions in music: pitch, duration, dynamics, tempo, timbre, texture, structure and notation.
- Develop their musical vocabulary.

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What do we need to experience? Why?							
When a child leaves our school they will...				I am a Lace Hill musician because...			
• Be a confident person • Be an independent thinker and self-starter • Empathise with others • Have an inquisitive mind • Take risks with their learning • Bounce back and move forward when faced with a challenge • Be proactive and innovative • Have a sense of belonging				• I can identify musical notes • I enjoy a variety of genres of music and can identify the different styles • I feel confident to explore and play musical instruments including body percussion • I can find and keep a steady pulse • I can listen and copy rhythmic patterns • I can take part in a performance in front of an audience • I can express myself through music • I can discuss a piece of music and its different elements			
Substantive Concepts				Disciplinary Concepts			
• Performing • Listening • Components • History of music • Interrelated dimensions of music							
LHA Music Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Nativity Exploring sound Movement and Music Musical stories Big Band	Musical vocabulary Nativity Pulse and Rhythm Classical music, dynamics, and tempo Timbre and rhythmic patterns,	Myths & Legends West African- Call and Response Dynamics, Timbre, Tempo and Motifs. Musical Me On this island- British songs and sounds.	Developing singing technique. Jazz Pentatonic melodies and composition. Ballads	Brass lessons Changes in pitch and tempo and dynamics (Rivers) Rock and Roll Composition and notation (Egyptians)	Brass Lessons Songs of WW2. Compositions to represent the festivals of colour. Looping and remixing Blues	Brass lessons Advanced rhythms Theme and variation (pop music) Film music Composing and performing a leavers song.

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		Pitch and tempo (Superheroes)	Orchestral instruments.	Creating compositions in response to an animation. Adapting and transposing motifs (Romans)	Body and tuned percussion.		
Trips/Visits			Milton Keynes Pantomime	Young Voices Milton Keynes Pantomime Royal Albert Hall			
Disciplinary Concepts	• Composing • Responding • Practising • Describing • Performing						
Substantive Concepts	• Performing • Listening • Components • History of music • Interrelated dimensions of music (see listening strand on progression of skills)						
LHA Music Journey (Progression in Knowledge and Skills)							
Listening	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Listening to and repeating a simple rhythm.	Recognising and understanding the difference between pulse and rhythm.	Recognising timbre changes in music they listen to.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Recognising the use and development of motifs in music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
	Listening to and repeating simple lyrics.	Understanding that different types of sounds are called timbres.	Recognising structural features in music they listen to.	Understanding that music from different parts of the world, and different times, has different features.	Identifying gradual dynamic and tempo changes within a piece of music.		
	Listening to sounds and matching to the object or instrument.	Recognising basic tempo, dynamic and pitch changes	Listening to and recognising instrumentation.		Recognising and discussing the stylistic features of different genres, styles and traditions of music		
	Reception Responding to music with movement,	Describing the character, mood, or	Beginning to use musical vocabulary to describe music.	Recognising and explaining the changes		Representing the features of a piece of music using graphic	Recognising and confidently discussing the stylistic features of music and relating it to

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	altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and identifying high and low pitch. Understanding that different instruments make different sounds and grouping them accordingly.	'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.	Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work	within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
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Composing	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Selecting classroom objects to use as instruments. Experimenting with playing instruments in different ways. Reception Playing untuned percussion 'in time' with a piece of music. Composing. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.

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Performing	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Using their voices to join in with well-known songs from memory. Participating in performances to a small audience. Reception Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Stopping and starting playing at the right time	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.