

Marston Moreteyne School Music Curriculum- Based on the Three "Big Ideas"



Investigation



Creativity



Significance

The "Aspects" below are progressive and start from Nursery through to Year Four. They allow children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly sophisticated information and ideas.

Music Appreciation

Children listen and share opinions to a variety of music, both live and recorded rhymes and songs. These responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives to describe the music. This leads to responses to music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events. Children develop understanding of rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance

Listening

Children can listen and identify features of music including the tempo and dynamics. Instruments used and the feelings that the music engenders, such as happiness, anger or fear. Recognise and describe sounds and changes in a piece of music using more complex musical vocabulary.

Singing

Children start by singing traditional songs, nursery rhymes and chants clearly. This is developed onto singing songs with a stronger sense of melody and shape. Children's voices can be used to create notes of different pitches, durations and dynamics to add interest to the music by highlighting certain lyrics or creating different moods. They use these different ways to create effects and are able to identify simple repeating patterns. Children will be encouraged to sing as part of an ensemble, ensuring they follow a main leader.

Performance

Learn and sing songs and rhymes as part of a larger group. Children are encouraged and taught to finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately help musicians to play or sing at the same time as each other and children are given opportunities to practise and perform. Percussion instruments both tuned and un tuned are played with an awareness of pitch, rhythm and dynamics. Control with both voice and percussion is developed and children learn to sing music from notation and memory, with increasing accuracy, fluency, control and expression.

Pulse and Rhythm

Children learn to play a range of rhythms and pulses and identify the differences between them. This develops into the understanding that in a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted. Children can identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.

Composition

Sounds can be made by playing tuned or un-tuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. Children create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.

Notation

Children know that musical notes and symbols have meaning and can be read by musicians when they play. They understand that music can be written down and read. Children show an awareness of the duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats. They Recognise and respond to simple notation. This develops onto understanding of rests, crotchets, minim's and semibreve's.

Significant People

Children describe the lives and music of composers in various points in history. They understand that they wrote pieces of music with many differences between them, based on their life experience and the country they lived in.

Children know that this affected the choice of instruments, the style and the feelings that they provoked in listeners. This develops onto an understanding that popular music began in the late 19th century and evolved rapidly. From the 1950s, technology, fashion and popular culture have all influenced how composers create and present their music. Describe the lives and music of famous popular musicians from the late 20th century.