

Music Curriculum Pathway

Secondary School

By the time each child leaves Georgian Gardens they will have had the opportunity to learn a musical instrument in Years 2,3,4 and 5. Children learn music in class, and also receive half a day of music each term from a dedicated music specialist. Children sing in weekly singing assemblies, and develop their listen using the suggested MMC listening guide. As a school we use Charanga.

Farewell Tour

This unit combines with the Year 6 Musical. It offers children the opportunity to create their own special performance, allowing them to plan and include the songs and music that represent their class. They might perform in small groups or bands and as a whole class.

Creative Composition.

This unit develops the children's ability to use chords and create harmony within their work. It consolidates work on pitch, rhythm improvisation and composition.

Music and technology

Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity. Singing, listening, composing and performing.

Throughout Year Six:

Children experience 3 specialist sessions using objectives which follow the agreed skills progression. Children attend a weekly singing assembly. Children take part in a musical with all children involved through singing and some children performing as part of the band.

Year 6

Throughout Year five:

Children experience 3 specialist sessions using objectives which follow the agreed skills progression. Children attend a weekly singing assembly.

To Infinity and Beyond.

Earth and Space The Planet Suite, Holst: listen and reflect on a piece of orchestral music, learn musical language appropriate to the task, listen with attention to detail and recall sounds with increasing aural memory. Understand how pulse, rhythm and pitch work together.

The Earth by Hans Zimmer: listening to and reflecting on a piece of orchestral music, creating their own piece of music using instruments, performing as an ensemble, learning musical language appropriate to the task. (Using the studio).

Christmas Carols: Singing as an ensemble. Improvise with increasing confidence using my own voice, rhythms and varied pitch.

Who Let the Gods Out?

The history of music, looking at music in Ancient Greece and focusing on the Lyre. Develop an increased understanding of the history of music and the context of music. Listen with attention to detail and recall sounds with increasing aural memory. (After discovering that the Ancient Greeks believed music to be a gift from the Gods, children listen to and appraise Lyre music, created our own Lyres and played them attempting to replicate the sound.)

Recorders

This unit will build on the children's learning from Year 2. The current cohort will be learning from the beginning, having not learnt it in Year 2. Children will build on their knowledge of notation and their fluency reading music.

Year 5

Blackbird (pop)

All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

BBC 10 PIECES

Children will learn about the history of music by listening to pieces of music and following the planning from the 10 pieces guide. This incorporates listening and appraising Beethoven Symphony Number 5. Carl Orff O Fortuna This list will develop over the year.

Glockenspiel Stage 2.

This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. The learning is focused around exploring and developing playing skills on the glockenspiel Children will begin to use the scores provided in this unit. They will develop their fluency in reading music accurately

Mamma Mia. (pop)

As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits. Children will continue to build on previous musical skills.

Throughout Year four:

Children experience 3 specialist sessions using objectives which follow the agreed skills progression. Children attend a weekly singing assembly. Year 4 music builds on the Glockenspiels first taught in Year 3. Year 4 follow some Charanga units and create some themselves using the agreed skills progression.

Year 4

Glockenspiel Stage 1.

This unit of work introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills on the glockenspiel Children will begin to use the scores provided in this unit. They will develop their fluency in reading music accurately.

Three Little Birds (Reggae)

Children continue with progressive challenges. They sing and copy back, play and improvise using 2 or 3 notes. They play along using their knowledge of the glockenspiel. Children will follow a leader and sing in unison and two simple parts. Children will use formal notation or any method which recognises the relationship between sound and symbol to compose their own music.

Bringing us together (Disco)

This unit explores music through another genre. Children build progressively on existing skills.

Throughout Year three:

Children experience 3 specialist sessions using objectives which follow the agreed skills progression. Children attend a weekly singing assembly. Children follow the Charanga scheme which is progressive in its nature.

Friendship Song (pop) Reflect, Rewind, Replay (classical)

Children continue to consolidate their knowledge of pulse, rhythm and pitch. Children sing, play and improvise and are able to use recorders for the perform element of the unit. Children look at the history of music listening to a variety of pieces of classical music and looking at the Orchestra.

I wanna play in a band (Rock)

Children consolidate their knowledge of pulse, rhythm and pitch. Children sing, play and improvise and are able to use recorders for the perform element of the unit.

.Ho, Ho, Ho

The children are concentrating on the nativity, however this unit explores rapping and improvising for Christmas. Children start progressive challenges exploring pulse, rhythm and pitch which build and progress over the year

Year 3

Zootime (Reggae)

Children continue to consolidate their knowledge of pulse, rhythm and pitch. Children sing, play and improvise and are able to use recorders for the perform element of the unit.

Hey You (Old- Skool style)

This unit concentrates on how pulse, rhythm and pitch work together, Children copy and clap back rhythms, clap the rhythm of their name and make up their own rhythm. Children rap and sing 'Hey you'. Children learn the notes c and g

Once Upon a Time

Children create their own rhythms exploring crotchets and quavers and exploring notation, either formal or their own interpretation. Children listen to a range of music performed by an Orchestra and learn about different instruments and their families. Children listen to music and explain how it makes them feel and why. Children explore body percussion to create storm sounds.

Throughout Year Two:

Children experience 3 specialist sessions using objectives which follow the agreed skills progression. Children follow the Charanga scheme which is progressive in its nature. Children sing daily during phonics and attend a weekly singing assembly. Children learn songs for and perform in a Nativity. Children have music in small groups as part of a rotation of activities.

Throughout the year children learn the recorder and use this alongside all Charanga units.

Year 2

Your Imagination (Pop)

Children clap and improvise, exploring call and response and the rhythm of words. Children sing, play and improvise using their voices to listen and 'play back'. Children use the notes C and G, and improvise using C and D. Children are able to follow a leader. Children compose using one or two notes.

Year R Objectives:

- Enjoy singing and using their voices.
- Join in with singing using nursery rhymes and new songs and rhymes.
- Play simple tuned and untuned percussion instruments, knowing when to start and stop.
- Handle and play tuned and untuned percussion instruments to the pulse and repeat simple rhythm patterns.
- Play softly or loudly.
- Add appropriate sounds to a story.
- Respond to music through movement..
- To communicate the emotional effect of music through words.

Year 1

Everyone

Children continue to learn a variety of songs, so that they know 20 songs by the end of the year. Children can find and maintain a pulse. Children can copy rhythms and explore melodic patterns with two notes.

My Stories

Children continue to learn more songs, incorporating the nativity as part of their singing. Children continue to explore rhythm and pitch. Children invent a one note pattern.

Me

Children explore song through nursery rhymes. They play games which embed pulse and rhythms. Copy and clap rhythms and explore low and high sounds

Year R

In Year R children follow Charanga units, as well as lesson planned by the class teacher. Over the course of the year children also learn syllables, fitting with their daily phonics song. Children explore a range of instruments and listen to different types of music, discussing their emotions. Children have 3 sessions with a specialist music teacher.