

Music

'I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music.'
Billy Joel

Here at Blackawton Primary School we have designed our curriculum to meet the needs of all our pupils and inspires them to be the best they can be. We have high aspirations for all pupils and through our creative curriculum we teach children the core values of the school alongside the Blackawton Way.

Our music curriculum aims to ensure that all pupils have access to high quality musical experiences that deliver life-enhancing benefits and promote habits and behaviours that foster a respectful and joyful community whilst enabling pupils to know more and remember more.

At Blackawton we provide pupils with opportunities to develop their knowledge in the following ways:

- Be inducted into the powerful cultural knowledge associated with music.
- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.
- Use improvisation to unlock creative potential and musical identity/individuality.
- Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

At Blackawton we follow a pathway that progressively builds pupils' musical understanding, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. Knowledge is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). Skills are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the context in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

At Blackawton, the voice is at the heart of musical learning. Musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity. Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical knowledge.

Pupils at Blackawton experience music in an integrated manner through creative, practical and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time.

EYFS key learning

Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.

Key stage 1 key learning

Children recognise and explore how sounds can be made, changed and organised.

Lower key stage 2 key learning

Children recognise and explore the way the sounds can be combined and used expressively.

Upper key stage 2 key learning

Children recognise and explore how musical ideas relate to each other within musical structures and how different parts fit together.

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The curriculum draws from both Western Classical Music and beyond and includes music from the following areas of the world:

The African Continent, The British Isles, The Caribbean, China, Europe, India, Japan, North America, South America.

Blackawton Music Curriculum 2021 -2022

[WCET](#) [Knowledge and Understanding in Music](#) [Curriculum Links](#) [World Music](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Playing, listening and exploring: Exploring Musical Instruments, songs, chants and rhymes.					
Class 2	1.1 What is percussion?	1.2 Finding the beat	1.3 Musical Opposites	1.4 Composing Weather music	1.5 Chime Bars	1.6 BBC ten pieces / charanga Listening, appraise, perform, compose
Class 3	3.1 Musical Genres	3.2 What are Christmas Carols and can we compose our own? -	3.3 Music for the Chinese New Year and the Pentatonic scale.	3.4 Recorder 3 –	3.5 Interrelated Dimensions of Music To understand and use the IDM in more depth.	3.6 Writing a melody with lyrics. LO: To use notation to write and perform a song.
Class 4 Class 5	5.1 What is the orchestra BSO links	5.2 The Nutcracker - Christmas performance	5.3 How has the development of technology changed music?	5.4 West African Drumming – making connections with the slave trade	5.5 Violins WCET	5.6 I'm going to be a Summer Rapper! Based on Charanga Fresh prince

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Playing, listening and exploring: Exploring Musical Instruments, songs, chants and rhymes.					
Class 2 and Class 3	2.1 Understanding and using untuned and tuned percussion.	2.2 What is an instrument family?	2.3 Recorder 1 + reading notation	2.4 The invention of Music	2.5 What is the samba?	2.6 Recorder 2 + reading notation
Class 4	4.1 Famous composers throughout the years	4.2 Ukulele WCET - Christmas performance	4.3 How is music used to create emotion and atmosphere in music?	4.4 BBC 10 pieces: Creating based on the Dr Who theme	4.5 What is Indian Tabla Music?	4.6 Can I be a Viking musician?
Class 5	6.1a Keyboards A	6.1b Keyboards B Christmas Performance	6.3 BBC Ten Pieces Who was Bacewiz? CL: WW2	6.4 What is Jazz and where did it come from?	6.5 How have we got to today's music?	6.6 Final Compositions