



Kessingland Church of England Primary Academy
Music: Curriculum Overview



	Autumn	Spring	Summer (June 21 st – World Music Day)
EYFS	Music and Movement / Celebration Music	Exploring Sounds / Music and Movement	Musical Stories / Big Band
KS1 (A)	Pulse and Rhythm (Theme: All About Me)	Pitch and Tempo (Theme: Superheroes)	Vocal and Body Sounds (Theme: By the Sea)
KS1 (B)	Orchestral Instruments (Theme: Traditional Stories)	Musical Me	On this Island: British Songs and Sounds
LKS2 (A)	Creating Compositions in Response to an Animation (Theme: Mountains)	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Ballads
LKS2 (B)	Body and Tuned Percussion (Theme: Rainforest)	Change in Pitch, Temp and Dynamics (Theme: Rivers)	Haiku, Music and Performance (Theme: Hanami)
UKS2 (A)	South and West Africa	Composition to Represent and Festival of Colour (Theme: Holi Festival)	Musical Theatre
UKS2 (B)	Advanced Rhythms	Film Music	Theme and Variations (Theme: Pop Art)

Vision Statement

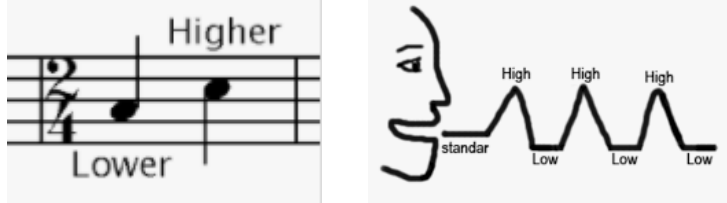
At Kessingland Church of England Primary, our music curriculum aims to provide all pupils with a high-quality music education which engages and inspires. We want our children to develop a life-long love of music, increases their self-confidence, creativity and imagination, provides opportunities for self-expression and a sense of personal achievement. We believe that music is a unique and powerful form of communication that can change the way pupils feel, think and act, and have a huge impact on their personal wellbeing.

At our school, we follow a broad and balanced music curriculum that builds on previous learning and provides both support and challenge for learners. We follow the Kapow music scheme that ensures progression of skills and covers all aspects of the music curriculum. Music will be taught each term via timetabled lessons and additional musical opportunities will be provided. This will include, listening to a variety of composers/genres of music during different times of the day/week. This will allow children to develop an ability to listen to, and appreciate a wide variety of music, including that which has a specific purpose. Children will participate in a wide range of activities to develop their talents in all aspects of music, including rhythm work, instrumental skills, composition and composition, both individual and in small groups. Through such group work, children will be able to develop essential life skills such as co-operation, mutual support, self-discipline and commitment.


It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.


“Music expresses feeling and thought, without language...It is above and beyond all words.” – Robert G. Ingersoll

Core Concepts

Concept	Definition																					
Pitch	<p>How high or low a note is.</p> 																					
Duration	<p>How long a note, section or entire piece of music lasts.</p> <table border="0" data-bbox="488 507 1285 1161"> <thead> <tr> <th data-bbox="488 507 824 533">Notes</th> <th data-bbox="824 507 1196 533"></th> <th data-bbox="1196 507 1285 533">Rests</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 596 546 628">○</td> <td data-bbox="837 596 927 644">Whole 4 Beat</td> <td data-bbox="1218 596 1263 628">▬</td> </tr> <tr> <td data-bbox="501 676 546 756">♪</td> <td data-bbox="837 692 927 740">Half 2 Beats</td> <td data-bbox="1218 692 1263 724">▬</td> </tr> <tr> <td data-bbox="501 772 546 852">♩</td> <td data-bbox="837 804 927 852">Quarter 1 Beat</td> <td data-bbox="1218 788 1263 836">≡</td> </tr> <tr> <td data-bbox="501 868 546 948">♪</td> <td data-bbox="837 900 927 948">Eighth 1/2 Beat</td> <td data-bbox="1218 884 1263 932">7</td> </tr> <tr> <td data-bbox="501 963 546 1043">♩</td> <td data-bbox="837 995 927 1043">Sixteenth 1/4 Beat</td> <td data-bbox="1218 979 1263 1027">7</td> </tr> <tr> <td data-bbox="501 1059 546 1139">♩</td> <td data-bbox="792 1091 972 1139">Thirty-second 1/8 Beat</td> <td data-bbox="1218 1075 1263 1123">7</td> </tr> </tbody> </table>	Notes		Rests	○	Whole 4 Beat	▬	♪	Half 2 Beats	▬	♩	Quarter 1 Beat	≡	♪	Eighth 1/2 Beat	7	♩	Sixteenth 1/4 Beat	7	♩	Thirty-second 1/8 Beat	7
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Dynamics	<p>How loud or quiet a piece of music is. Vocabulary that can be taught to describe dynamics includes:</p>																					







ff	Fortissimo	VERY LOUD
f	Forte	LOUD
mf	Mezzo Forte	Medium Loud
mp	Mezzo Piano	Medium Soft
p	Piano	Soft
pp	Pianissimo	very soft

 Crescendo means gradually getting louder.

 Decrescendo means gradually getting softer.

Tempo

The speed of the music. Tempo can speed up or slow down throughout a piece of music.

 <p>Largo very slow (40-60)</p>	 <p>Moderato medium (106-120)</p>
<p>Adagio slow (66-76)</p> 	<p>Allegro quickly and bright (112-124)</p> 
 <p>Andante at a walking pace (76-106)</p>	<p>Presto very fast (166-200)</p> 

Timbre

Refers to the quality of sound. For example, considering different character voices or identifying different instruments to affect different notes or sections of music sound.

timbre

The particular tone that distinguishes a sound or combination of sounds.



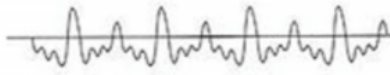
Tuning fork



Flute



Voice



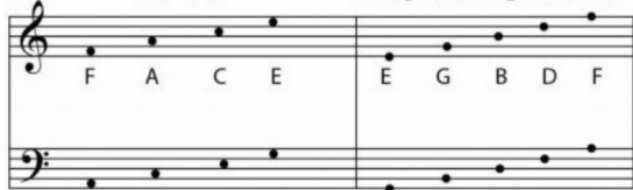
Violin

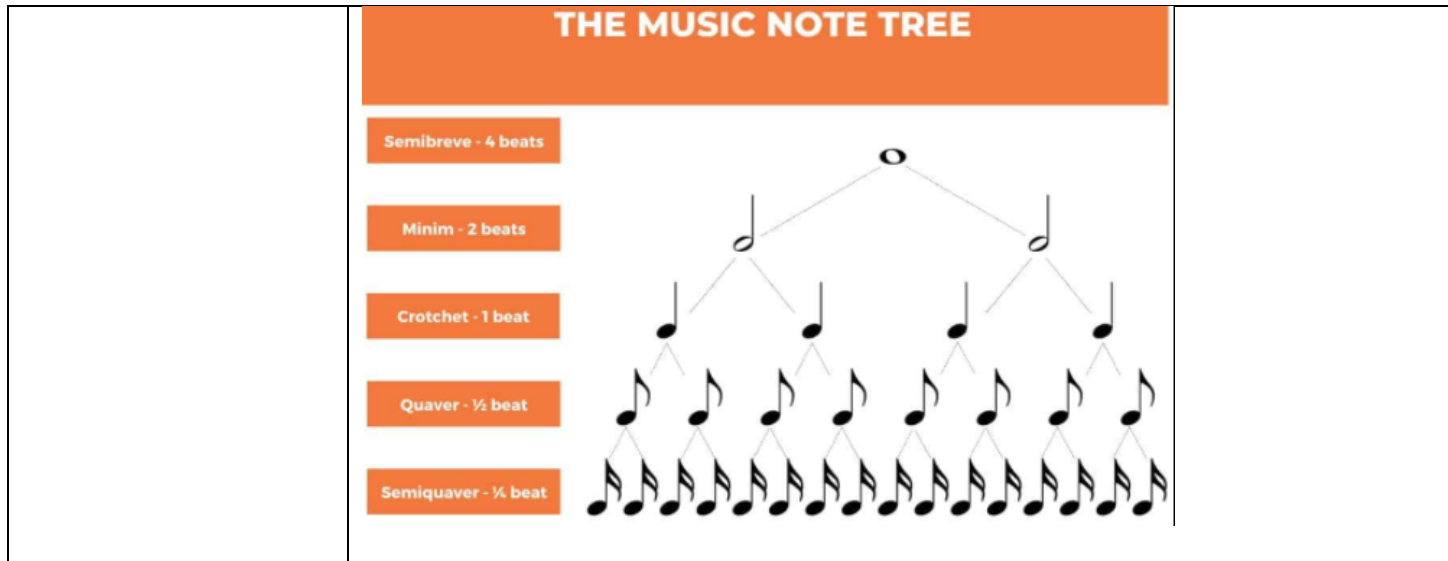


Texture

Relates to the different layers of sound built up by using different instruments or sounds (for example, a single instrument playing has a much thinner texture than if a whole orchestra played at the same time).

Type	Definition	Diagram
Similar Motion	Two melodic lines with the same melodic contour	
Parallel Motion	Two melodic lines with the same melodic contour	
Contrary Motion	Two melodic lines that move in opposite directions	
Counterpoint	A type of polyphonic music where each line has its own melody and moves independently of other instruments OR voices	

<p>Structure</p>	<p>Music can have a variety of structures. The word structure relates to the arrangement of the different sections within the whole piece. It incorporates all of the other inter-related dimensions of music and can build a narrative or create a certain feeling or mood (a common structure is verse and chorus).</p> <table border="1" data-bbox="450 256 936 874"> <thead> <tr> <th>Type</th> <th>Definition</th> <th>Diagram</th> </tr> </thead> <tbody> <tr> <td>Monothematic</td> <td>a piece of music based on a single melodic idea</td> <td>● ● ● ●</td> </tr> <tr> <td>Binary</td> <td>a piece of music with two main sections[] A B or A A B B</td> <td>● ▲</td> </tr> <tr> <td>Ternary</td> <td>a piece of music with three sections, the third is a return to the first[] A B A</td> <td>● ▲ ●</td> </tr> <tr> <td>Rondo</td> <td>a piece of music with a return to the first section with a different section in between A B A C A</td> <td>● ▲ ● ■ ●</td> </tr> </tbody> </table>	Type	Definition	Diagram	Monothematic	a piece of music based on a single melodic idea	● ● ● ●	Binary	a piece of music with two main sections[] A B or A A B B	● ▲	Ternary	a piece of music with three sections, the third is a return to the first[] A B A	● ▲ ●	Rondo	a piece of music with a return to the first section with a different section in between A B A C A	● ▲ ● ■ ●
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<p>Musical Notation</p>	<p>The symbols used in written music. Music notation, or music notes, lets players know which note to play and how long to play it. For un-tuned instruments, such as drums and percussion instruments, rhythm notation is used.</p> <div data-bbox="450 991 1102 1289" style="text-align: center;"> <p>F A C E Every Good Boy Does Fine</p>  <p>A C E G Good Burritos Dont Fall Apart</p> </div>															



Domains of Knowledge

Listening, appraising and responding

Composing

Performing

History of music (KS2 only)

End Points:

Listening – pupils will be able to demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

Composing – pupils will understand the ways in which music can be written down to support performing and composing activities.

Performing – pupils will be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.

History of music - show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.