



Frimley Church of England School

Approach to Music



Purpose Music is a subject where we listen to, perform, and explore music across a range of genres.

Intent We aim to design a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history. At Frimley, we continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding.

Implementation The music curriculum ensures students listen, play, perform and evaluate, as well as being exposed to various musical artists throughout history. Elements of music are taught in specific classroom lessons by a music specialist. Children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument in an ensemble, and in doing so, understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact For children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To ensure they experience performances from others as well as performing themselves. Children should be talking about music in school and what they have been listening to/learning about. They will leave Frimley with a good knowledge of music history, artists, composers and notable music pieces. In classes, you will see and hear children:

- Working independently and collaboratively to produce rhythms and melodies using a range of instruments
- Learning about pitch, tempo and dynamics and how they affect what we play and hear
- Listening to a range of recorded music to understand how music has changed over time and how it differs across the world
- Dissecting the different components of the orchestra and how these instruments were used to create works by notable composers

National curriculum expectations:

By the end of Key Stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand stave and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

Music Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Body Percussion Rhythm and dynamics	Rhythm and dynamics Composition Notation	Rhythm and pulse	Rhythm and pulse
Autumn 2	Composition Notation	Ukulele study	Samba music study	Samba music study
Spring 1	Music History study	Ukulele study (continued from Aut 2)	Ukulele study	Ukulele study
Spring 2	C Major Scale Glockenspiel and handbell study	Music History study	Music History study	Music History study
Summer 1	C Major Scale. Glockenspiel and handbell study	C Major Scale	C Major Scale	C Major Scale
Summer 2	Recorder study with playing skills	Singing skills and performance	Singing skills and performance	Singing skills and performance

What Frimley offers to its pupils: (Music medium term plans)

		Year 3	Year 4	Year 5	Year 6
Autumn term	Knowledge	Rhythm Notation: Shown crochets (1 beat) and quavers and understanding quavers are quicker using the Kodály Rhythm Method. Body percussion (solo and collaborative) (Music)	Rhythm Notation: Shown minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker using the Kodály Rhythm Method. Ostinato- a repeated phrase (Music) Understanding of the terminology rhythm and beats (in relation to performance poetry (CL)	Rhythm Pulse Notation: Shown semibreve (4 beats) minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker using the Kodály Rhythm Method.	Rhythm Pulse Notation: Shown semi-quaver and demi-semi quaver semibreve (4 beats) minim (2 beats) crochets (1 beat) and quavers and understanding quavers are quicker using the Kodály Rhythm Method
	Crucial Learning	<i>* Rhythm is the pattern of long and short sounds as you move through a song or piece of music. Pulse is a steady beat like a ticking clock or your heartbeat</i> <i>*Kodály Rhythm Method</i>	<i>*Ostinato is a repeated musical phrase or rhythm.</i> <i>*Dynamics is the element of music that deals with how loud or soft the sound is played.</i> <i>*Kodály Rhythm Method</i>	<i>*Pulse is a steady beat like a ticking clock or heart beat.</i> <i>*Rhythm is a pattern of notes.</i> <i>*Kodály Rhythm Method</i>	<i>*Pulse is a steady beat.</i> <i>*Rhythm is a pattern of notes, the notes can be long and short.</i> <i>* Embedding the Kodály Rhythm Method</i>




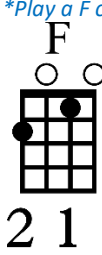
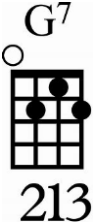
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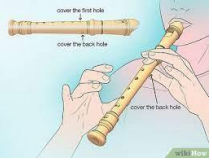

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	Knowledge	<p>Peter and the Wolf study including different instruments.</p> <p>Singing Skills and Performance</p> <p>Performing- Year 3 play (CL)</p> <p>Listening</p> <p>Learn song from memory</p> <p>Christmas songs (CL)</p> <p>RE- understanding the types of songs which are used in worship(CL)</p>	<p>Introduction to the Ukulele</p> <p>Sound effects- to appreciate and experiment with sounds (Music)</p> <p>Ukulele study + performance (Music)</p>																																																		
	Crucial Learning	<p><i>* Each character in Peter and the Wolf is represented by a different instrument:</i></p> <ul style="list-style-type: none"> <i>• Peter by the Strings.</i> <i>• The Bird by the Flute.</i> <i>• The Duck by the Oboe.</i> <i>• The Cat by the Clarinet.</i> <i>• The Grandfather by the Bassoon.</i> <i>• The Wolf by the French Horns.</i> <i>• The Hunters by the Timpani (or Kettle Drums)</i> <p><i>*There are four instrument families in a typical Western Orchestra which are String, Brass, Woodwind and Percussion sections.</i></p>	<p><i>*You hold a ukulele under your right arm and hold against your chest.</i></p> <p><i>*You strum with your right hand.</i></p> <p><i>*Play the chords on the fret with your left hand.</i></p>																																																		
	Theology and vision links	<p>High Profile Christian example Stormzy.</p> <p>History of church music... throughout the centuries, why do we sing hymns and songs, why does it help them worship</p> <p>Music through the lens of a Christian</p>																																																			
Spring	Knowledge	<p>Glockenspiel and handbell study incorporating the C major scale.</p>	<p>Introduction to the Ukulele</p> <p>Sound effects- to appreciate and experiment with sounds (Music)</p> <p>Ukulele study + performance (Music)</p>	<p>Introduction to the Ukulele</p> <p>Sound effects- to appreciate and experiment with sounds (Music)</p> <p>Ukulele study + performance (Music)</p>	<p>Introduction to the Ukulele</p> <p>Sound effects- to appreciate and experiment with sounds (Music) a wider range of choice</p> <p>Ukulele study + performance (Music)</p>																																																

	<p>Crucial Learning</p>	<p>* </p>	<p>*You hold a ukulele under your right arm and hold against your chest. *You strum with your right hand. *Play the chords on the fret with your left hand.</p>	<p>*Play a simple C major chord </p> <p>*Play a A minor chord </p> <p>*A chord is a combination of three or more notes that produce a pleasing harmony when strummed together.</p>	<p>*Play a F chord </p> <p>*Play a G7 chord </p>
	<p>Knowledge</p>	<p>Music History study Study of a musician (CL)</p>	<p>Music History Study Study of a musician (CL)</p>	<p>Music History Study Study of a musician (CL) Study of a musician and their place in history (CL)</p>	<p>Music History Study Study of a musician and their place in history (CL)</p>
	<p>Crucial Learning</p>	<ul style="list-style-type: none"> <i>The Renaissance Era is an era in Music History</i> <i>Monteverdi is a Renaissance Era Composer.</i> <i>A harp, tabor (drum) and viol (violin) were used in Renaissance Music.</i> 	<p><i>*The Baroque Era is an era in Music History.</i> <i>* Vivaldi is a Baroque Era Composer</i> <i>* Woodwind instruments were new instruments introduced in this era e.g. bass, clarinet and piccolo.</i></p>	<p><i>* The Classical Era is an era in Music History.</i> <i>* Mozart is a Classical Era Composer</i> <i>* Wider range of woodwind instruments used e.g. recorder or wooden flute, oboe, bassoon and horn.</i></p>	<p><i>* The Romantic Era is an era in Music History.</i> <i>* Chopin is a Romantic Era Composer</i> <i>* New instruments used in composing were percussion: drums, xylophones, triangles, bells, harps and celesta.</i></p>
<p>Theology and vision links High Profile Christian example Stormzy. History of church music... throughout the centuries, why do we sing hymns and songs, why does it help them worship Music through the lens of a Christian</p>					
<p>Summer</p>	<p>Knowledge</p>	<p>Glockenspiel and handbell study incorporating the C major scale.</p>	<p>C Major Scale Learn about the staff and begin to understand about the placement of notes</p>	<p>C Major Scale Learn about the staff and begin to understand about the placement of notes</p>	<p>C Major Scale Learn about the staff and understand about the placement of notes and begin to play and compose using the staff. Notation- understanding of the staff, notes and metre (Music)</p>

<p>Crucial Learning</p>	 <p>C Major Scale</p>	<p>* The notes on a C Major Scale Treble Clef (Every Good Boy Does Fine) notes through the staff lines. * Notes on the Treble Clef staff on the lines are FACE *The staff is the 5 lines and 4 spaces music notation is written on.</p>	<p>* The notes on a C Major Scale Treble Clef (Every Good Boy Does Fine) notes through the staff lines. * Notes on the Treble Clef staff on the lines are FACE</p>	<p>* The notes on a C Major Scale Treble Clef (Every Good Boy Does Fine) notes through the staff lines. * Notes on the Treble Clef staff on the lines are FACE</p>
<p>Knowledge</p>	<p>Recorder study with playing skills Sound effects- to appreciate and experiment with sounds (Music) Handbells/recorders/Glockenspiel (Music)</p>	<p>Singing Skills and Performance</p> <p>Performing Listening and copy a rhythmic phrase Collaboration in a pair or group Learn song from memory Singing Skills and performance (Music)</p>	<p>Singing Skills and Performance</p> <p>Performing Listening and copy a rhythmic phrase, compose a rhythmic phrase Collaboration in an ensemble Learn song from memory Learn songs in a round from memory Singing Skills and performance (Music)</p>	<p>Singing Skills and Performance Perform (Year 6 production) (CL) Listening Collaboration to write and perform music Learn song from memory Learn songs in a round from memory Listening and copy a rhythmic phrase, compose a rhythmic phrase responding to someone else- in an echo Develop leadership skills within an ensemble Create a tune using a musical phrase Understanding the music for year 6 performance (CL)</p>
<p>Crucial Learning</p>	<p>* Hold a recorder correctly.  * play musically the notes B A G * play some basic tunes with B A G (including note recognition) </p>	<p>* Warming up your voice stretches your vocal chords and helps clear your throat. It helps with breathing too.</p>	<p>* Warming up your voice stretches your vocal chords and helps clear your throat. It helps with breathing too.</p>	<p>* Warming up your voice stretches your vocal chords and helps clear your throat. It helps with breathing too.</p> <p>*In order to sing in a group, I need to listen to other members of the group and focus on the song lyrics, tune and conductor.</p>
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