

# Oakdene Primary School



## Music at Oakdene

Subject Leader: Mr M. Weston

### Mission Statement

#### **Oakdene – Growing and Learning Together**

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The Music curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

## **Music at Oakdene**

Music is a universal language, yet includes so much variety and diversity. In our Music curriculum, we want to celebrate this, and allow our children to develop a love of music, where they are hearing and understanding different forms of music, enabling them to make their own choices about the music they want to listen to, play and create.

We want our children to not only be consumers of music, but creators of music. All children at Oakdene are provided with opportunities to both learn about and play musical instruments as part of their musical education. Year 4 visit the Philharmonic Orchestra in Liverpool. Our Year 2 children have learned the ukelele and get the opportunity to continue in the juniors. Our junior children learn to play the glockenspiel as part of their music lessons, with upper junior children learning keyboards as part of their music lessons. Participation in additional tuition through St Helens Music Service and Rock Steady is also heavily promoted to our pupils, as are extra-curricular activities such as junior choir.

Whole school singing practices each week concentrate on learning a variety of songs, including songs linked to our school values which are written specifically for Oakdene Primary. These practices, usually led by the Music subject leader, also focus on teaching children across the whole school about the eight inter-related dimensions of music. Understanding of these inter-related dimensions also forms the backbone of our Music curriculum milestones. We want them to follow our school values by giving honest and respectful appraisals of all forms of music.

We aim to teach children about the history of Music, so they can understand the influences of the music they enjoy today. However, Music is changing dynamically, and the use of technology in Music now enables anyone to make music, even with just a mobile phone. Therefore, we also aim to make our Music curriculum forward-thinking and meaningful to our children.

Work in Music is recorded on Seesaw, our online learning platform. Each term there is an expectation that recordings of children's work in Music (appraisal, performance/singing and composition/improvisation) will be uploaded to Seesaw.

## **Curriculum and Coverage**

The Music National Curriculum 2014 is followed at Oakdene Primary School. We base our music teaching on units of work from the 'Charanga' music scheme recommended by our local music service and found on the portal at [sthelensmusicserviceinteractive.org.uk](http://sthelensmusicserviceinteractive.org.uk). Year 1 and 2 are now beginning to follow the Model Music Curriculum, which we are gradually introducing through school. We supplement learning with focus Musicians of the Month in school and class assemblies to give our pupils a wide range of musical experiences; these artists include great British artists as well as those from different backgrounds, cultures, gender and musical genres (resources from [Manicstreetteachers.com](http://Manicstreetteachers.com)).

Year group	Autumn	Spring	Summer
Reception	Me! My Stories + Nativity Performances	Everyone! Our World	Big Bear Funk (Transition to Y1) + Reflect, Rewind & Replay
Y1 (MMC)	My Musical Heartbeat Dance, Sing and Play + Nativity Performance	Exploring Sounds Learning to Listen	Having Fun With Improvisation Let's Perform Together
Y2 (MMC)	Pulse, Rhythm and Pitch Playing in an Orchestra + Nativity Performance	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation Our Big Concert
Y3	Glockenspiel Stage 1 + Let Your Spirit Fly (short unit)	Three Little Birds + The Dragon Song (short unit)	Bringing Us Together + Reflect, Rewind & Replay (short unit)
Y4	Mamma Mia + Stop! (short unit)	Glockenspiel Stage 2 + Lean On Me (short unit)	Blackbird + Reflect, Rewind & Replay (short unit)
Y5	Livin' On A Prayer + Classroom Jazz 1	Make You Feel My Love + The Fresh Prince of Bel Air	Dancing In The Street + Reflect, Rewind & Replay (short unit)
Y6	You've Got A Friend Classroom Jazz 2 + A New Year Carol (short unit)	Happy Music and Me + End of Year Production Songs	

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>SINGING &amp; PERFORMING</i>					
<p><i>1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>1.2 Play tuned and untuned instruments musically</i></p>	<p><i>2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>2.4 Use and understand staff and other musical notations</i></p>	<p>SP1 I can sing the pitch of a tone sung by another person</p> <p>SP2 I can sing a range well known nursery rhymes and songs</p> <p>SP3 I can make music with instruments with increasing control to express my feelings</p>	<p>SP1 I can sing with a sense of pulse, rhythm and pitch</p> <p>SP2 I can follow a leader/conductor when singing or playing an instrument</p> <p>SP3 I can begin to play tuned instruments (e.g. ukelele) using a sound-before-symbol approach</p> <p>SP4 I can replicate basic rhythms heard in a piece of music</p> <p>SP5 I can play increasingly complicated rhythms on untuned percussion as part of a group performance</p>	<p>SP1 I can sing with improving diction, posture and stylistic performance</p> <p>SP2 I can sing a piece in two parts – melody and counter-melody – or in a canon</p> <p>SP3 I can play a tuned instrument both in unison and 2-part ensemble</p> <p>SP4 I can play tuned instruments with the correct techniques</p> <p>SP5 I can perform more complicated rhythms and ostinatos, including with basic notation (minims, crotchets, quavers)</p>	<p>SP1 I can sing musically, responding to the performance directions of the piece</p> <p>SP2 I can sing in 2-part or 3-part harmony</p> <p>SP3 I can play a part confidently on a tuned instrument as part of an ensemble performance</p> <p>SP4 I can perform a piece of music accurately both by ear and using musical notation</p> <p>SP5 I can demonstrate increasing musical quality – clear starts/ends of pieces, and technical skill</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>LISTENING &amp; APPRAISING</i>					
<p>1.3 <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>2.3 <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>2.5 <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<p>LA1 I can listen to music and explore the different sounds of instruments and experiment with ways they can be changed.</p> <p>LA2 I can listen attentively, move to and talk about music to express my feelings.</p>	<p>LA1 I can identify the pulse in a piece of music and keep a steady pulse in a group</p> <p>LA2 I can identify some different instruments and recognise their sounds</p> <p>LA3 I can use musical language to describe a piece of music</p> <p>LA4 I can discuss simple dimensions of music – pulse, rhythm, pitch</p> <p>LA5 I can explain changes in dynamics and tempo in a piece of music</p>	<p>LA1 I can identify the pulse and say if the time signature is 3/4 or 4/4</p> <p>LA2 I can identify the instruments and features of music in different genres</p> <p>LA3 I can explain the basic structure of a piece of music</p> <p>LA4 I can discuss dimensions of music – pulse, rhythm, pitch, dynamics, tempo</p> <p>LA5 I can consider the texture of a piece of music and the timbre of sounds</p>	<p>LA1 I can clap on the off-beat and pick out syncopated rhythms in a piece of music</p> <p>LA2 I can identify acoustic, electric and synthesised instruments (e.g. guitars, drum kit vs drum machine)</p> <p>LA3 I can compare the structure and musical features of pieces from different traditions &amp; genres</p> <p>LA4 I can discuss dimensions of music – pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure</p> <p>LA5 I can explain the difference in live performance versus recorded music</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>COMPOSING &amp; IMPROVISING</i>					
<p>1.4 <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music*</i></p>	<p>2.2 <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music*</i></p> <p>2.4 <i>Use and understand staff and other musical notations</i></p>	<p>CI1 I can tap out simple repeated rhythms.</p> <p>CI2 I can improvise a song around one I know.</p>	<p>CI1 I can understand the difference between composition and improvisation</p> <p>CI2 I can improvise on untuned instruments by choosing rhythms that fit the pulse</p> <p>CI3 I can create an improvisation of 2 notes on a tuned instrument</p> <p>CI4 I can create a composition of up to 3 tuned notes, recording with appropriate notation</p> <p>CI5 I can demonstrate inter-related dimensions of music in my compositions such as pitch, dynamics and tempo</p>	<p>CI1 I can invent a musical improvisation using up to 3 notes in a call &amp; response</p> <p>CI2 I can create ostinato patterns of up to 5 notes in both 3/4 and 4/4 time signatures</p> <p>CI3 I can compose a melody that is 4 bars in length and contains at least 5 tuned notes</p> <p>CI4 I can record compositions using notation that demonstrates the inter-related dimensions of music</p> <p>CI5 I can use a variety of note lengths (minims, crotchets and quavers) in my improvisations and compositions</p>	<p>CI1 I can perform a solo improvisation within a song, using up to 8 notes and varied rhythms</p> <p>CI2 I can create chord sequences that make sense musically and use appropriate notation</p> <p>CI3 I can create a melody to fit a chord sequence, using the inter-related dimensions of music</p> <p>CI4 I can use musical notation on a staff to record compositions</p> <p>CI5 I can use dotted and syncopated rhythms in my compositions</p> <p>CI6 I can compose using the sounds and loops on a sequencer</p>

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>HISTORY &amp; KNOWLEDGE</i>					
	2.6 <i>Develop an understanding of the history of music</i>	HK1 I can talk about past and present events in my own life and in the lives of family members	HK1 I can describe the music of famous composers and singers using factual musical language	HK1 I can place composers and musicians on a musical chronological framework  HK2 I can start to identify the genre of pieces of music from the 20 <sup>th</sup> Century  HK3 I can name the different sections and instruments of an orchestra, big band and rock band.	HK1 I can compare the music of composers from different time periods (e.g. Baroque, Classical, Romantic)  HK2 I can identify genres of music from the 20 <sup>th</sup> Century and explain how they are linked  HK3 I can identify when major changes in musical instruments and technology took place

#### MUSICIANS OF THE MONTH

These are the focus musicians for each month in assemblies. The musicians are studied on a four year cycle so that no musician is repeated within the four years children are in the juniors. Key: **Popular Music** **Musical Traditions** **Western Classical Tradition & Film**

Month	Cycle A	Cycle B	Cycle C	Cycle D
September	The Beatles	Stevie Wonder	Kate Bush	Kraftwerk
October	Nina Simone	Tracy Chapman	Babatunde Olatunji	Bessie Smith
November	Ethel Smyth	Bjork	Gustav Holst	Jimi Hendrix
December	Elton John	Pyotr Ilyich Tchaikovsky	Fisherman's Friends	George Frideric Handel
January	Sigur Ros	Freddie Mercury	David Bowie	The Supremes
February	Aretha Franklin	Nusrat Fateh Ali Khan	Hans Zimmer	Reem Kelani
March	Amadeus Wolfgang Mozart	Florence Price	Elvis Presley	Cartola
April	Joni Mitchell	ABBA	Kishori Amonkar	Hildegard of Bingen
May	Ladysmith Black Mambazo	Ludwig Van Beethoven	Anna Clyne	Destiny's Child
June	Clara Schumann	Gong Kebyar	Bob Marley	Astor Piazzolla
July	Buena Vista Social Club	Blur	Lord Kitchener	A.R. Rahman

## KEY TIER 3 VOCABULARY

### KS1

Bar	Percussion	Repetition
Crotchet	Performance	Rest
Imitation	Pitch	Round
Minim	Pulse	Rhythm
Moderato	Quaver	Tempo
		Tune

### LKS2

KS1 Vocabulary + these additional words

Accompaniment	Improvisation
Allegro	Largo
Chord	Melody (tune)
Chord progressions	Notation
Composition	Ostinato
Counter-melody	Piano
Forte	Solo
Harmony	Tuned
Imitation	Unison

### UKS2

All KS1 and LKS2 Vocabulary + these additional words

Crescendo	Off-beat rhythms	Sequencer
Diminuendo	Phrasing	Mixing
Dotted rhythm	Score	Loops
Instrumentation	Staff notation	Tracks
Musical features	Syncopated	
	Time signature	