



## Ropsley's Music Curriculum

*'How is it that music can, without words, evoke our laughter, our fears and our highest aspirations?'*

**Jane Swan**

As Music is a broad-ranging subject, we have designed Ropsley's Music curriculum with careful consideration to the different elements. We wanted to ensure that we had the correct balance of breadth and depth as well as ensuring that our curriculum was relevant to the children and included opportunities for performing and for listening to live music. Our children's Music journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We chose to break our substantive content knowledge into 4 key areas: **Performing, Listening, Composing** and **History of Music**. When designing our Music curriculum, we identified key interrelated dimensions of music **Pitch, Duration, Dynamics, Tempo, Timbre, Texture** and **Structure** which run throughout our curriculum and each unit. These dimension help both teachers and children to group Music knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school.

<b>CYCLE A- 23/24</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS (One year cycle)</b>	<b>Exploring Sound/Musical Movements</b>	<b>Musical Stories</b>	<b>Big Band</b>
<b>Y1/2</b>	<b>Musical Me</b>	<b>Orchestral Instruments: Traditional Stories</b>	<b>West African Call and Response: Animals</b>
<b>Y3/4</b>	<b>Changes in pitch, tempo and dynamics: Rivers</b>	<b>Ballads</b>	<b>Traditional Instruments and Improvisation</b>
<b>Y5/6</b>	<b>Dynamics, pitch and texture (Fingal's Cave)</b>	<b>Composition to represent the festival of colour (Holi)</b>	<b>Theme and Variations (Pop Art)</b>

<b>CYCLE B- 24/25</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS (One year cycle)</b>	<b>Exploring Sound/Musical Movements</b>	<b>Musical Stories</b>	<b>Big Band</b>
<b>Y1/2</b>	<b>Pulse and Rhythm: All About Me</b>	<b>Timbre and Rhythmical Patterns: Fairy tales</b>	<b>Musical Vocabulary: Under the Sea</b>
<b>Y3/4</b>	<b>Adapting and Transposing Motifs: Romans</b>	<b>Samba and Carnival Sounds and Instruments</b>	<b>Body and tuned percussion: Rainforests</b>
<b>Y5/6</b>	<b>South and West Africa</b>	<b>Film Music</b>	<b>Songs of WW2</b>

## Ropsley's School Curriculum Overview - Music

	Autumn	Spring	Summer
<b>EYFS</b>	Children are provided with a range of child-initiated learning to experience singing, performing, listening, and composing. Outcomes are listed in the Subject Knowledge Content.		
	<p><b>Exploring Sound/Musical Movements</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p>	<p><b>Musical Stories</b> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Big Band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>
<b>Year 1/2 Cycle A</b>	<p><b>Pulse and Rhythm:</b> All About Me Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts</p>	<p><b>Orchestral Instruments: Traditional Stories</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p><b>West African Call and Response: Animals</b> Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>
	Builds on: EYFS- Exploring Sound	Builds on: EYFS- Big Band	Builds on: Y1/2 Orchestral Instruments: Traditional Stories
	Future Learning: Musical Me	Future Learning: Timbre and Rhythmical Patterns	Future Learning: Musical Vocabulary
<b>Year 1/2 Cycle B</b>	<p><b>Musical Me</b> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p><b>Timbre and Rhythmical Patterns: Fairy tales</b> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to</p>	<p><b>Musical Vocabulary: Under the Sea</b> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>

		the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	
	Builds on: Y1/2 All About Me EYFS- Exploring Sounds	Builds on: EYFS Musical Stories Y1/2 Orchestral Instruments: Traditional Stories	Builds on: EYFS- Exploring Sounds
	Future Learning: Y3/4 Ballads	Future Learning: Y3/4 Changes in pitch, tempo and dynamics	Future Learning: Y3/4 Changes in pitch, tempo and dynamics
<b>Year 3/4 Cycle A</b>	<b>Changes in pitch, tempo and dynamics: Rivers</b> Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	<b>Ballads</b> Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	<b>Traditional Instruments and Improvisation</b> Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
	Builds on: Y1/2 Orchestral Instruments	Builds on: Y1/2 Timbre and Rhythmical Patterns: Fairytales Y1/2 Orchestral Instruments	Builds on: Y1/2 West African Call and Response
	Future Learning: Y3/4 Adapting and Transposing Motifs	Future Learning: Y3/4 Body and tuned percussion	Future Learning: Y3/4 Samba and Carnival Instruments Y3/4 Body and tuned percussion
<b>Year 3/4 Cycle B</b>	<b>Adapting and Transposing Motifs: Romans</b> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	<b>Samba and Carnival Sounds and Instruments</b> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	<b>Body and tuned percussion: Rainforests</b> A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.
	Builds on: Y3/4 Changes in Pitch, Tempo and Dynamics- Rivers	Builds on: Y3/4 Traditional Instruments and Improvisation	Builds on: Y3/4 Traditional Instruments and Improvisations

	Future Learning: Y5/6 Composition to represent the festival of Holi	Future Learning: Y5/6 South and West Africa	Future Learning: Y5/6 Pop Art
<b>Year 5/6 Cycle A</b>	<b>Dynamics, pitch and texture (Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing improvisation and composition skills.	<b>Composition to represent the festival of colour (Holi)</b> Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	<b>Theme and Variations (Pop Art)</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
	Builds on: Y3/4 Body and tuned percussion: Rainforests	Builds on: Y3/4 Samba and Carnival: sound and instruments	Builds on: Y3/4 Adapting and Transposing Motifs
	Future Learning: Y5/6 Film Music Key Stage 3	Future Learning: Y5/6 Film Music Key Stage 3	Future Learning: Key Stage 3
<b>Year 5/6 Cycle B</b>	<b>South and West Africa</b> Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	<b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film	<b>Songs of WW2</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
	Builds on: Y5/6 Composition to represent the festival of colour (Holi)	Builds on: Y5/6 Dynamics, pitch and texture (Fingal's Cave)	Builds on: Y5/6 Film Music
	Future Learning: Key Stage 3	Future Learning: Key Stage 3	Future Learning: Key Stage 3

