

The Music Curriculum at Hunsley Primary

The music curriculum at Hunsley Primary is designed to introduce our pupils to a range of genres of music, musical terminology and musical instruments. Children will be exposed to many examples of different types of music, which they can appraise with teachers and their peers. Pupils will identify the musical instruments used and compare the rhythms and musicality of the pieces of music. They will learn about these instruments in depth; how they are played, the group to which the instrument belongs and the range of sounds they can make. They will compare multiple examples of music within a genre and identify the similarities and differences. Children will understand musical vocabulary and terminology, and use this in their discussions. Children will learn the basics of how to play a glockenspiel, xylophone and recorder during their time in our school. They will compose their own music and gain an understanding of simple musical notation. They will have opportunities to work individually, in groups and as a whole class ensemble. They will develop their singing skills, learning many different types of songs and practise them to improve their performances. Our curriculum provides opportunities for our pupils to work collaboratively; improving composition and performance through feedback and assessment. Our curriculum will be taught using Charanga Musical School. Pupils will have the opportunity to further develop their music skills through participation in externally taught music lessons provided by the local music service, should they wish to do so.

Lessons will be taught using the following structure:



Key Threshold Concepts

- Our children can recognise a range of musical instruments and say which group they belong to (e.g. woodwind).
- Our children can use musical terminology when discussing music (e.g. pitch, rhythm, pulse).
- Our children can recognise a music from a range of genres and talk about: style indicators, lyrics, musical dimensions, structure, instruments, historical context and musical identity.
- Our children can improvise to improve, change or adapt music. They can also compose their own simple music.
- Our children can work collaboratively on musical projects with others, performing together and practising to improve this performance.
- Our children have a basic understanding of musical notation, musical symbols and are beginning to read simple music.
- Our children know a range of songs from memory that they have played or sung.
- Our children are able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.
- Our children know a performance involves communicating ideas, thoughts and feelings about the song/music. They can do this with confidence.

The Charanga Musical School scheme is outlined below;

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Unit 1: Me Listen to then learn to sing a nursery rhyme Listen to or sing along with an action song Key Vocab: listen, respond, pulse,</p>	<p>Unit 1: Hey You Style: Old School Hip Hop Focus: How pulse, rhythm and pitch work together. Key Vocab: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>	<p>Unit 1: Hands, Feet, Heart. Style: South African Music Focus: Recognising South African music Key Vocab: keyboard, drums, bass, electric guitars, saxophone, trumpets, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p>	<p>Unit 1: Let Your Spirit Fly Style: RnB Focus: Recognising RnB and other styles Key Vocab: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, key board, synthesizer, hook, melody.</p>	<p>Unit 1: Mamma Mia Style: Pop Focus: Recognising ABBA's music Key Vocab: keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p>Unit 1: Livin' On a Prayer Style: Rock Focus: Recognising Rock Anthems Key Vocab: rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>	<p>Unit 1: Happy Style: Pop/Neo Soul Focus: Being Happy Key Vocab: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo</p>

