

**Westbridge Academy**

**Music Curriculum Overview and Progression of Skills and Knowledge**

**2019 -2020**

	Autumn	Spring	Summer
EYFS	<p><b>Ourselves/ Traditional Stories</b></p> <ul style="list-style-type: none"> <li>- Musical focus: learning new songs.</li> <li>- Using voices and body percussion.</li> <li>- Key vocabulary: low, high, quiet, loud, fast, slow.</li> </ul>	<p><b>Under the Sea/ Growing</b></p> <ul style="list-style-type: none"> <li>- Musical focus: rhythm and beat.</li> <li>- Using voices, sticks, and drums.</li> <li>- Key vocabulary: fast, slow, copy, repeat, count.</li> </ul>	<p><b>Mini- beasts/ Dinosaurs</b></p> <ul style="list-style-type: none"> <li>- Musical focus: performance and movement.</li> <li>- Using voices, percussion, and body.</li> <li>- Key vocabulary: up, down, repeat, rhythm, beat, tempo, pitch.</li> </ul>
Year 1/2	<p><b>Ourselves/ Toys</b></p> <ul style="list-style-type: none"> <li>- Musical focus: exploring sounds and beat.</li> <li>- Using a selection of tuned and untuned percussion instruments.</li> <li>- Key vocabulary: beat, tempo, pitch, solo, duet, duration, texture, score, and rhythm.</li> </ul>	<p><b>Our Land/ Our Bodies.</b></p> <ul style="list-style-type: none"> <li>- Musical focus: exploring sounds and beat.</li> <li>- Using home-made water rattles, shakers, pebbles, and a selection of tuned and untuned instruments.</li> <li>- Key vocabulary: dynamics, beat, rhythm, ostinato, beat, tempo and score.</li> </ul>	<p><b>Animals/ Number</b></p> <ul style="list-style-type: none"> <li>- Musical focus: pitch and beat.</li> <li>- Using a selection of tuned instruments, such as, swanee whistle and xylophone. Four sets of hand-held percussion, such as, drums, claves or chopsticks, shakers, finger cymbals or bells.</li> <li>- Key vocabulary: beat, pitch, notation, accompaniment.</li> </ul>
Year 3/4	<p><b>Seasons/ Weather</b></p> <ul style="list-style-type: none"> <li>- Musical focus: pitch and exploring sounds.</li> <li>- Using a selection of percussion, such as, chime bars, maracas, bongos, claves, tambourines, drums, wood blocks, and recorders.</li> <li>- Key vocabulary: pitch, timbre, melody, pitch, ostinato, accompaniment and arrangement.</li> </ul>	<p><b>Patter/ Water</b></p> <ul style="list-style-type: none"> <li>- Musical focus: beat and pitch.</li> <li>- Using a selection of untuned percussion instruments and recorders.</li> <li>- Key vocabulary: beat, metre, score, rhythm and pattern.</li> </ul>	<p><b>Travel</b></p> <ul style="list-style-type: none"> <li>- Musical focus: performance.</li> <li>- Using tuned and untuned percussion instruments and recorders.</li> <li>- Key vocabulary: pitch, timbre, duration, dynamics, score, glissando, conductor.</li> </ul>
Year 5/6	<p><b>Our Community/ Solar systems</b></p> <ul style="list-style-type: none"> <li>- Musical focus: performance and listening.</li> <li>- Using tuned percussion – notes B D G A, glockenspiel, cymbals.</li> <li>- Key vocabulary: metre, melodic ostinato, structure, verse, chorus, bridge, dynamics, timbre, improvisation.</li> </ul>	<p><b>Life Cycles/ Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>- Musical focus: structure.</li> <li>- Using tuned percussion – notes B D G A, glockenspiel, cymbals, and keyboard.</li> <li>- Key vocabulary: structure, round, metre, pitch, dynamics, tempo, structure, cumulative, clusters, symmetrical.</li> </ul>	<p><b>At the Movies/ Celebrations</b></p> <ul style="list-style-type: none"> <li>- Musical focus: composition.</li> <li>- Using tuned percussion – notes B D G A, glockenspiel, cymbals, and keyboard.</li> <li>- Key vocabulary: structure, round, metre, pitch, dynamics, tempo, cumulative, clusters, symmetrical.</li> </ul>

## Music Curriculum Statement

The ambition of the national curriculum of music is to ensure that all pupils:

- Listen to, perform, and critically explore music from a range of styles, genres, and historical periods.
- Learn to sing individually, and as part of a group or community. Have the opportunity to learn an instrument traditionally, or through new technology, and subsequently progress their musical abilities.
- Study the creation and production of music based on the foundations and inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate music notations.

At Westbridge Academy, our intention is that children develop an enthusiastic passion for music based on listening, singing, performing and discussing a wide range of musical styles, historical periods, and traditions. Our goal at Westbridge Academy is to create a catalyst for what will be a life-long love of music, full of curiosity and respectfulness. We are committed to ensuring children have the skills, knowledge, and confidence, to access, create, and enjoy all types of music that they may have the pleasure of experiencing throughout their lives.

At Westbridge Academy we focus on listening, singing, play, performing and analysing. This is promoted through classroom activities, weekly singing assemblies, choir, and timetabled music sessions. The elements of music are taught in the classroom using the music express teaching program. During music sessions children are encouraged to learn how to play or explore an instrument from the four main instrument groups of wind, strings, percussion and keyboards. We work hard to provide extra opportunities to help children reach their full musical potential, and as such we proudly provide a variety of after-school clubs, such as choir, recorder, ukulele, and African drumming. The choir helps to provide a greater connection with our local community with regular performances at local fetes, holiday events, and on BBC radio. Music and singing also plays an important role during our termly enrichment weeks. During community week each class learnt a new song- relating to different environmental themes, such as being kind, reducing pollution, and recycling. At the end of the week each class was able to perform and record in front of the rest of the school.

During the school day, children are encouraged to enjoy music, express themselves through music, and develop an understanding of diversity and culture through music. Westbridge Academy uses the fluid nature of music to help enhance children's access to key skills, such as passion, urgency, positivity, aspiration and commitment. Moving on through life, it is the hope that children will have the ability to know music, enjoy music, and understand its importance, so that they too can have a rich and fulfilling life with a love for music.