



# Orchard Academy Music Curriculum Overview



## Why Teach Music?

As a universal language, music embodies a completely inclusive environment. This enables all our pupils to express their creativity and imagination, whilst exploring a variety of genres and instruments through the three main pillars of musicianship: Technical, Expressive and Constructive. To enable pupils to access music within both the national curriculum and the wider world context, they will engage with listening and appraising, composing, performing and music technology across a variety of settings.

Through meaningful structured discussion, collaborative and independent exploration of sound and technique pupils will:

- build their self-confidence, self-expression and rehearsal etiquette
- learn to justify their own thoughts and feelings about musical intention using appropriate musical vocabulary
- use their own learning to feedback to peers about each other's performances and compositions as well as evaluate their own work
- study a broad variety of music from different countries, cultures and traditions
- develop a critical ear along with an empathy, understanding and respect for a musical genre's origins then be able incorporate this into their own compositions and performances.
- develop individual passions and inquisitiveness in an artistic way whilst continuously developing the core musical principals of listening and appraising, composing and performance both as a soloist or a member of an ensemble.

Through EYFS and Key Stage 1 Pupils will focus on exploring the core musical elements through listening, composition and performance whilst learning how these can be used to communicate a sense of mood, feeling or story. Pupils will use pictures and symbols to share their own ideas.

In Key Stage 2 Pupils will engage with the musical elements by performing in a variety of contexts with increased musicality. They will compose with an understanding of balance and structure and use appropriate vocabulary to listen critically to a wide array of musical genres. Pupils will also use basic written notation and music technology to communicate their ideas.

## Music Curriculum Big Ideas

### The 6 Elements of Music

Musicianship		
Rhythm	Melody	Harmony
Structure	Texture	Instrumentation

These will be explored through the methods below to really embed and develop learner's musicianship:

 Composing	Improvise and Generate Ideas
	Develop Ideas
	Balance and Cohesion
 Performing	Technical Skills
	Ensemble Skills
	Expression and Interpretation
 Listening and Appraising	Listening and Analysing
	Evaluating and Justifying
	Aural Development

**Music Curriculum Progression:** As the Big Ideas return, throughout their time in the academy, learner's will extend both their technical skills and theoretical knowledge across a variety of cultures, genres and contexts. They will be able to access it aurally, through standardised notation/music theory, a variety of musical instruments and music technology. This will be underpinned by the concept of musicianship being explored in all music lessons enabling learners to become well-rounded musicians, technically proficient and able to engage with music meaningfully both within and beyond the academy. Learners will then apply and be assessed through the 3 strands composing, performing in ensemble and as a soloist, listening and analysing.

Key Knowledge in the Curriculum		EYFS and Key Stage 1	Key Stage 2
<b>Rhythm</b>	Duration, Time Signature	Pulse, Crotchet, Quaver, 4-beat	Minim, Semibreve, and equivalent rests, 2/3 or 4 time, Simple time, compound time
<b>Melody</b>	Pitch, Notation, Intervals	High, Low, Step, Leap	Pentatonic, Ascending, Descending,
<b>Harmony</b>	Tonality, Chord sequence	Happy, Sad	Chord, Major, Minor, Dissonance, Consonance
<b>Structure</b>	Form, Phrase, Repetition, Variation, Development	Question and Answer, Ostinato	Call and response, Repetition, Sequence, Riff, Verse and chorus
<b>Texture</b>	Melodic line, Accompaniment	Unison, Solo, Round	Drone, Accompaniment, Canon
<b>Instrumentation</b>	Instrumental families, Genre, Technique	Classroom Percussion, tuned, untuned	String, Brass, Woodwind, some world instruments, Rhythm Section
<b>Musicianship</b>	Dynamics, Tempo, Articulation, Timbre	Loud, Quiet, Fast, Slow, Smooth, detached	Italian terms for some dynamics, tempo and staccato, legato



# Orchard Academy

## Substantive Curriculum Content Overview



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Menu song - 6 lessons</b> Active listening (movement), beat, echo singing, showing pitch moving	<b>Tony Chesnut – 6 Lessons</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion	<b>I've Been to Harlem – 6 Lessons</b> Pitch shape, ostinato, round, pentatonic, call-and-response	<b>This Little Light of Mine – 6 Lessons</b> Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response,	<b>What Shall we do with the Drunken Sailor – 6 Lessons</b> Sea shanties, beat, rhythm, chords, bass, dot notation	<b>Hey, Mr Miller – 6 Lessons</b> Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation)
	Musicianship	Texture Melody	Musicianship	Rhythm Musicianship	Melody Musicianship	Melody Structure Musicianship
Autumn 2	<b>Colonel Hathi's march - 3 lessons</b> Beat, march, timbre, film music. <b>Magical musical aquarium - 3 lessons</b> timbre, pitch, structure, graphic symbols, classical music.	<b>Carnival of the animals – 3 lessons</b> Timbre, tempo, dynamics, pitch, classical music <b>Composing Music Inspired by Birdsong-3 lessons</b> Composing using a non-musical stimulus, improvising and playing a solo on instruments	<b>Nao Chariya de/Mingulay Boat Song – 3 lessons</b> : Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4 <b>Sound Symmetry- 3 lessons</b> : Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	<b>"Theme" from Pink Panther – 3 lessons</b> Timbre, tempo, rhythm, dynamics, atmosphere, music from a film <b>Composing with Colour - 3 lessons</b> Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score	<b>Why we Sing – 3 lessons</b> Gospel music, instruments, structure, texture, vocal decoration <b>Introduction to Songwriting - 3 lessons</b> Structure (verse/chorus), hook, lyric writing, melody	<b>Shadows – 3 lessons</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul) <b>Composing for protest - 3 lessons</b>
	Melody	Melody Musicianship	Melody Texture	Melody Rhythm Texture	Harmony Instrumentation Texture	Melody Structure Rhythm
Spring 1	<b>Football - 6 lessons</b> Beat, ostinato, pitched/unpitched patterns	<b>Grandma rap - 6 lessons</b> Duration (crotchet, quavers, crotchet rest), unison, round	<b>Latin Dance (classroom percussion) - 6 lessons</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern	<b>The doot doot song - 6 lessons</b> Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases	<b>Madina tun nabi - 6 lessons</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones	<b>Dona Nobis Pacem - 6 lessons</b> To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda
	Musicianship Melody	Rhythm Musicianship	Harmony	Rhythm Structure	Melody Harmony Texture	Rhythm Texture Instrumentation
Spring 2	<b>'Dawn' from Sea interludes - 3 lessons</b> Beat, active listening, musical signals, movement, 20th century classical music. <b>Musical Conversations -3 lessons</b> Question-and-answer, timbre, graphic score	<b>Orawa – 3 lessons</b> Beat, rhythm, repetition, structure, 20th century classical music <b>Trains-3 lessons</b> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto)	<b>"March" from The Nutcracker – 3 lessons</b> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music <b>From a Railway Carriage-3 lessons</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music	<b>Fanfare for the Common Man – 3 lessons</b> Fanfare, timbre, dynamics, texture, silence <b>Spain-3 lessons</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas	<b>Building a Groove– 3 lessons</b> Beat, rhythm, basslines, riffs <b>Epoca-3 lessons</b> Texture, articulation, rhythm, tango	<b>You to me are Everything – 3 lessons</b> 1970s soul music, comparing cover versions <b>Twinkle Variations-3 lessons</b> To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation
	Melody Instrumentation	Rhythm Instrumentation	Harmony Rhythm Structure	Melody Structure	Harmony Structure	Melody Rhythm Musicianship
Summer 1	<b>Dancing and drawing to Nautilus - 3 lessons</b> Active listening, musical signals, internalising beat, draw to music, movement/actions, electronic music <b>Cat and mouse - 3 lessons</b> Mood, tempo, dynamics, rhythm, timbre, dot notation	<b>Swing-a-long with Shostakovich – 3 lessons</b> 2- and 3-time, beat, beat groupings, 20th century classical music <b>Charlie Chaplin-3 lessons</b> Create music to accompany a short Charlie Chaplin cilm, pitch (high and low), duration (long and short), dynamics/volume (loud and soft)	<b>Just three notes – 3 lessons</b> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation <b>Samba with Sergio-3 lessons</b> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community	<b>Global Pentatonics – 3 lessons</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation <b>The horse in Motion-3 lessons</b> o create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics	<b>Balinese Gamelan – 3 lessons</b> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles) <b>Composing in Ternary Form-3 lessons</b> Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music	<b>Race! – 3 lessons</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment <b>Exploring Identity Through Song-3 lessons</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems
	Musicianship Rhythm	Rhythm Structure	Rhythm Melody	Harmony Structure Melody	Harmony Structure Melody	Harmony Melody Structure
Summer 2	<b>Come dance with me - 6 lessons</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills	<b>Tanczymy Labada - 6 lessons</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns	<b>Fly with the Stars (Classroom Percussion)-6 lessons</b> Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest)	<b>Favourite Song (Classroom Percussion) - 6 lessons</b> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles	<b>Kisne Banaaya - 6 lessons</b> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement	<b>Ame Sau Vala Tara Bal - 6 lessons</b> Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical)
	Rhythm Instrumentation Texture	Rhythm Melody Structure	Melody Rhythm Harmony Texture	Melody Instrumentation Rhythm	Structure Rhythm Melody	