

## **Pinnacle Schools Federation: Iron Acton & Hawkesbury**

### **Music Curriculum**

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Each unit of work provides children with the opportunity to:

1. **Listen and Appraise**
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. **Perform/Share**

Children receive 45-60 minutes of music teaching per week.

The diagram on the next page sets out the progression through the scheme of work and how this reinforces the inter-related dimensions of music.

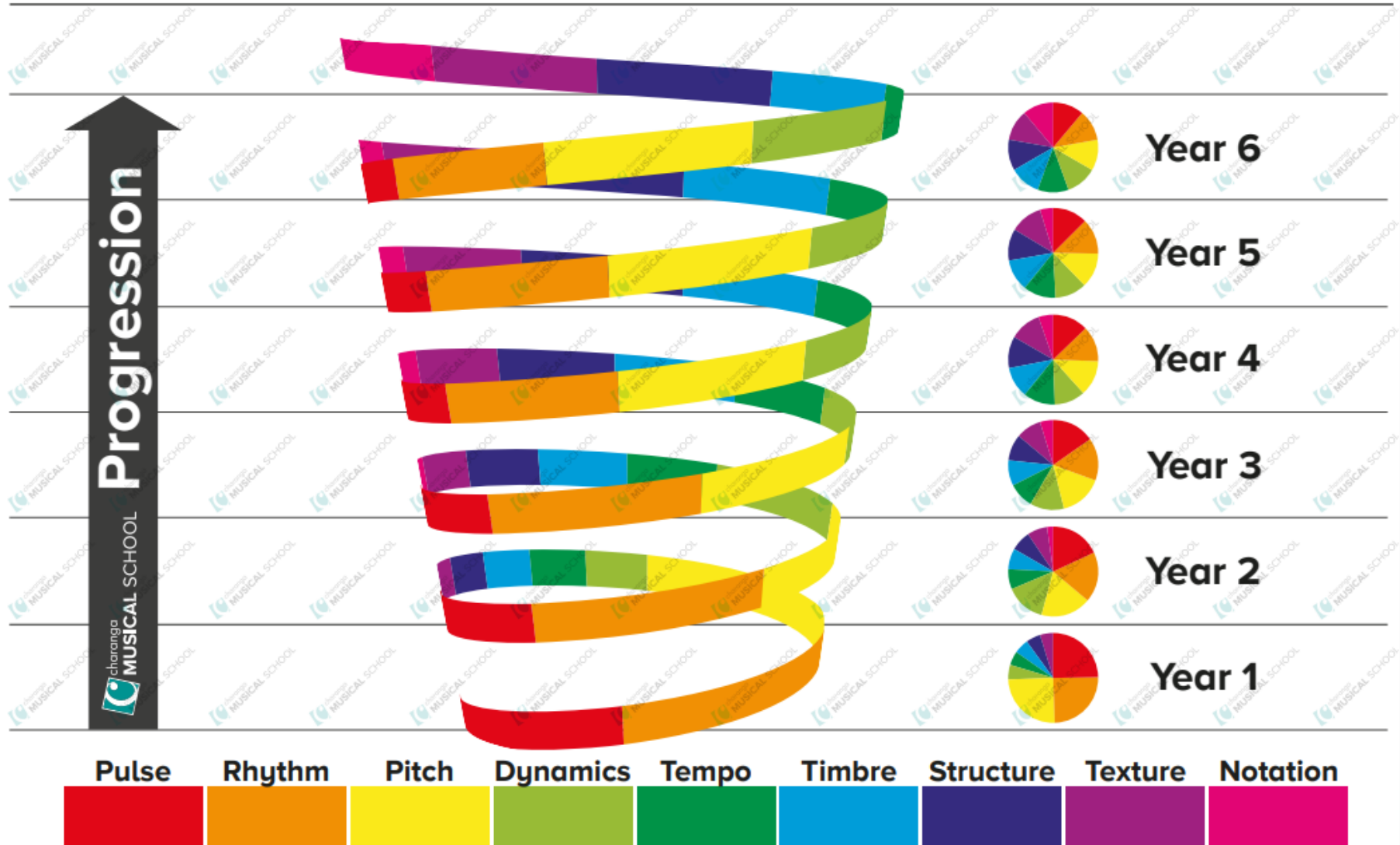
# The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Year A

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reception</b>	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind and Replay</b>
<i>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</i>						
<b>Years 1 &amp; 2</b>	<b>My Musical Heartbeat (1)</b>	<b>Playing in an Orchestra (2)</b>	<b>Exploring Sounds (1)</b>	<b>Recognising Different Sounds (2)</b>	<b>Having Fun with Improvisation (1)</b>	<b>Our Big Concert (2)</b>
<i>During the year the class will spend 10 weeks learning music with a visiting teacher through the Beat Bus programme.</i>						
<b>Years 3 &amp; 4</b>	<b>Writing Music Down (3)</b>	<b>Exploring Feelings When You Play (4)</b>	<b>Compose Using Your Imagination (3)</b>	<b>Feelings Through Music (4)</b>	<b>Enjoying Improvisation (3)</b>	<b>The Show Must Go On! (4)</b>
<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>						
<b>Years 5 &amp; 6</b>	<b>Melody and Harmony in Music (5)</b>	<b>Developing Ensemble Skills (6)</b>	<b>Composing and Chords (5)</b>	<b>Musical Styles Connect Us (6)</b>	<b>Freedom to Improvise (5)</b>	<b>Farewell Tour (6)</b>
<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>						

Year B

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reception</b>	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind and Replay</b>
<i>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</i>						
<b>Years 1 &amp; 2</b>	<b>Pulse, Rhythm and Pitch (2)</b>	<b>Dance, Sing and Play (1)</b>	<b>Inventing a Musical Story (2)</b>	<b>Learning to Listen (1)</b>	<b>Exploring Improvisation (2)</b>	<b>Let's Perform Together (1)</b>
<i>During the year the class will spend 10 weeks learning music with a visiting teacher through the Beat Bus programme.</i>						
<b>Years 3 &amp; 4</b>	<b>Musical Structures (4)</b>	<b>Playing in a Band (3)</b>	<b>Compose with Your Friends (4)</b>	<b>More Musical Styles (3)</b>	<b>Expression and Improvisation (4)</b>	<b>Opening Night (3)</b>
<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>						
<b>Years 5 &amp; 6</b>	<b>Music and Technology (6)</b>	<b>Sing and Play in Different Styles (5)</b>	<b>Creative Composition (6)</b>	<b>Enjoying Musical Styles (5)</b>	<b>Improvising with Confidence (6)</b>	<b>Battle of the Bands! (5)</b>
<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>						

The key knowledge and skills to be learnt as part of each of these units is set out as part of our progression documents.

## Vocabulary lists

Words children need to know and understand in each year group:

Reception	Pulse, rhythm, pitch
Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Year 6	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, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

## The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.

- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol