

Music

At Alban City School, we believe that every child has the right to access a rich and broad music curriculum with high quality teaching and enrichment opportunities. Music provision at Alban City School is a cornerstone to shaping our pupils into being well-rounded, knowledgeable individuals. It is a universal language that embodies one of the highest forms of creativity. We aim to engage children and inspire a love of music to increase their self-confidence, creativity and sense of achievement. As they progress through the curriculum, all children will have opportunities to perform, compose and to listen with discrimination to a wide repertoire of music.

Linking to the National Curriculum, our curriculum for Music aims to ensure that all pupils can:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great male and female composers and musicians, who have a wide range of backgrounds and physical abilities
- learn to sing with increasingly accurate pitch, and to use their voices to create and compose music on their own and with others, have the opportunity to use tuned and untuned percussion, have the opportunity to perform to their peers
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of rhythm, pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At Alban City School, we deliver a Kodály-influenced music curriculum which is inspiring, engaging and accessible to all.

What is the Kodály concept of music education?

An approach, developed by Hungarian composer and educator Zoltán Kodály, which involves the children learning through singing and playing musical games. By singing simple songs, children gradually learn the elements of music, including pulse, rhythm, pitch, dynamics and tempo. Games reinforce the learning and make the lessons fun. Key skills being developed include listening, feeling the beat and singing in tune. In this way, we build children's motivation, enthusiasm and confidence, and lay the foundation for a lifetime of musical enjoyment.

How does this fit with music in the National Curriculum?

The Kodály philosophy fulfils the current National Curriculum requirements and so much more. By learning through developmentally appropriate folk songs and games, an inner felt/heard sense of pulse, pitch and rhythm builds on both an unconscious and conscious level. This is the key to musical literacy, exploration, improvisation, composition, listening, appraising and performance which are present in all Kodály lessons. The Kodály philosophy develops aural, kinaesthetic and visual learning in all pupils, proving a valuable holistic concept for all abilities. "Singing is accessible to all, anybody can do it, and it is the most logical and secure way to develop musicianship skills. It also boosts confidence and social skills and develops existing talent for those who want to pursue music at an advanced level." - Lucinda Geoghegan, NYCOS Creative Learning Director and one of the Board Directors of the International Kodály Society.

Key Musical Concepts

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Overarching concepts: listening, singing, composing, performing						
<u>Composers and main pieces</u>	Prokofiev: Peter and the Wolf Saint-Saens: Carnival of the Animals Brahms: Hungarian Dances	Vivaldi - The Seasons Ballet - The Nutcracker, Swan Lake, Sleeping Beauty	Holst: The planets Songs from around the World Grieg - Peer Gynt Suite	Beethoven - 9th Symphony Tchaikovsky - 1812 Overture Ravel - Bolero	Film and Opera - Harry Potter, Star wars, Mozart: The Magic Flute, The Marriage of Figaro, Gilbert and Sullivan: The Pirates of Penzance	Musical Journey Through the Ages Ancient Greek Renaissance Baroque Classical Romantic 20th Century Rock/Pop	Blues, Jazz, Pop, Musicals: My Fair Lady The Sound of Music Wicked, Phantom of the Opera, Hamilton
<u>Instruments</u>	Untuned percussion	Untuned percussion	Chime Bars Tuned percussion	Recorders	Ukulele - Summer term	Ukulele Djembe Drums	Ukulele Djembe Drums
<u>Live music opportunities</u>	Year 5 leaders Instrument demonstrations	Year 5 leaders Instrument demonstrations	Percussion demo by local secondary school musicians	Woodwind demo by recorder teacher	Live Opera	Royal Festival Hall	Theatre trip to see a West End show
<u>Performance opportunities</u>	YR Nativity	Year 1 Christmas show	Year 2 Christmas Concert	Y3 Christmas Concert and Summer Concert	Y4 Spring Concert	Y5 Spring Concert	Year 6 Production Carols at Abbey
<u>Music technology</u>			Digital Music unit in Computing				BandLab in Computing

Reception

Enrichment opportunities: Music leaders from year 5 support lessons and demonstrate instruments. Nativity performance

Cross curricular links:

Autumn: People who help us, Traditional Tales

Spring: Dinosaurs, Lunar New Year, Under the Sea

Summer: Space, Minibeasts, Growing

<u>Substantive knowledge</u>	Feeling the Pulse Singing So Mi pitches Understanding Ta and Titi rhythms		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	Call and Response Songs/Chants Action Songs (Head Shoulders, Knees and Toes) Number Songs (Alice the Camel) Marching Songs (The Ants Go Marching and Sousa marches) Wheels on the Bus	Sing simple call and responses independently. So-Mi songs: Hello, what's your name? My my me oh my Hey hey look at me Starlight/Star bright Spring Song: I like the Flowers	Sing simple call and responses independently following a pulse. Summer Songs Happy Happy Happy Song Sing so mi with increased accuracy in pitch. Solfege hand signs to show/compare pitches.
<u>Listening</u>	Marches by Sousa Brahms: Hungarian Dances	Peter and the Wolf	Carnival of the Animals
<u>Composing</u>	Explore sounds on instruments and found objects. Suggest lyrics for Wheels on the Bus	Suggest simple lyrics to a song or to an ending of a line - link to rhyming and storytelling. Make pitch patterns with so and mi.	Compose simple clapping rhythms to use in call and response. Make rhythmic patterns with Ta and Titi
<u>Performing</u>	Nativity Play	Sing independently with increasing accuracy in pitch.	Take part in call and response activities with rhythms and melodies - using so mi pitches and Ta and Titi rhythms.

Year 1

Enrichment opportunities: Music leaders from Year 5 support lessons and demonstrate instruments.

Christmas Performance

Cross curricular links:

Autumn: Weather, Guy Fawkes, Animals, Traditional Tales

Spring: UK capitals and countries,

Summer: Plants and Trees

<u>Substantive knowledge</u>	Feeling the Pulse Singing Do Re Mi Fa So La pitches Composing So Mi Melodies and Ta and Titi rhythms Making own instruments from recycled materials Becoming familiar with orchestral families of instruments - strings, woodwind and brass		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	So Mi La Songs with solfege hand signs Bounce High/Bounce Low Apple Tree Harvest Song - Autumn Leaves Autumn Songs: Big Red Combine Harvester One, Two, Three Little Acorns Christmas Songs for Y1 Performance	Do Re Mi So La Songs with solfege hand signs Largo/Presto Song to learn about tempo. All About Me Songs Healthy Me I can do it for myself Songs About Feelings	Do Re Mi Fa So La Songs with solfege hand signs Forte/Piano Song to learn about dynamics. People Who Help Us songs: The Firefighter's Song, The Doctor's Song Action/Game songs: Here Comes a Bluebird
<u>Listening</u>	Stringed Instruments Violin, Viola, Cello, Double Bass Learn to recognise the shape and timbre of stringed instruments and how they work. Vivaldi The Seasons - Autumn and Winter	Woodwind Instruments Clarinet, Flute, Oboe and Bassoon Learn to recognise the shape and timbre of woodwind instruments and how they work. Vivaldi The Seasons - Spring and Summer	Brass Instruments Trumpet, Trombone, French horn, Tuba, Sousaphone Learn to recognise the shape and timbre of brass instruments and how they work. Ballet music - The Nutcracker, Swan Lake and Sleeping Beauty.

<p><u>Composing</u></p>	<p>Explore and experiment with sounds on instruments and found objects. Make changes to sounds eg play a drum with different beaters. Create musical sound effects and short sequences of sounds in response to stimuli - e.g. soundscape. Recognise how graphic notation like dots and spirals can represent sounds.</p>	<p>Understand the difference between creating a rhythmic pattern and a melodic pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use stick notation (Ta and Titi) to compose simple rhythms. Use blue and yellow cups to compose simple so-mi melodies.</p>	<p>Explore percussion sounds to enhance storytelling. Use djembe drums, shaky eggs, rhythm sticks, triangles and lollipop drums. Make own instruments using recycled items.</p>
<p><u>Performing</u></p>	<p>Prepare and perform songs in Y1 Play. Develop awareness of tempo, dynamics, and diction. Tap rhythm back using Ta, Titi and crotchet rest.</p>	<p>Develop performance skills - how to announce a piece and take a bow. Develop audience skills - how to listen attentively and offer encouragement during a performance, and how to provide constructive feedback after a performance.</p>	<p>Develop confidence with singing a short song as a solo. Start to walk, move or clap to a steady beat with others.</p>

Year 2

Enrichment opportunities: Y2 Christmas Concert

Cross curricular links:

Autumn: Rainforests, Florence Nightingale and Mary Seacole

Spring: Saint Alban

Summer: South Africa

<p><u>Substantive knowledge</u></p>	<p>Feeling the Pulse Singing Do Re Mi Fa So La Ti Do pitches Composing So Mi La Melodies and Ta and Titi and crotchet rest rhythms Developing awareness of songs from other countries and cultures Be able to describe dynamics and tempo changes</p>		
	<p><i>Autumn Term</i></p>	<p><i>Spring Term</i></p>	<p><i>Summer Term</i></p>
<p><u>Singing</u></p>	<p>Sing songs regularly with a pitch range of do-la with increasing vocal control and accuracy. Harvest Song - Cauliflowers Fluffy Christmas Songs for Y2 Christmas Concert</p>	<p>Understand and develop a wider range of dynamics (pp/p/mp/mf/f/ff) and tempo (largo/andante/moderato/allegro/presto) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>Songs from Disney Movies: Moana Encanto The Jungle Book</p>
<p><u>Listening</u></p>	<p>Music in Space Holst: The Planets Indonesian Gamelan music African Djembe Drumming</p>	<p>Developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to songs from Africa, Asia, Australia and America. Spark an interest in wanting to learn more about a culture and their music.</p>	<p>Listen to a range of live (in and outside of school) and recorded music from different times and cultures. Grieg - In the Hall of the Mountain King Beethoven - Ode to Joy Express own ideas and feelings about music and how music is used for different purposes.</p>

<p><u>Composing</u></p>	<p>Continue to experiment with sounds that different instruments make and also experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) and timbre (type of sound) which different instruments make.</p>	<p>Make and repeat short patterns of sound. Use simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Invent their own graphic symbols to represent sounds. Use stick notation.</p> <p>Use a simple structure which has a beginning, middle and end.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</p> <p>Introduce staff notation and learn how to read the notes BAG in advance of learning recorder in Year 3</p>
<p><u>Performing</u></p>	<p>Sing with a developing sense of pitch, dynamics and duration of notes.</p> <p>Recognise and respond to hand signals to show pitch in a tune</p>	<p>Recognise and respond to graphic notations to support the rhythm. Make sounds on a variety of tuned and untuned instruments with control.</p>	<p>In the Hall of the Mountain King (on percussion instruments)</p>

Year 3

Enrichment opportunities: Christmas and Summer Concerts

Cross curricular links:

Autumn: Sea-shanties (Mousehole Cat), Bones, Stone and Iron Age

Spring: Light, Islam

Summer: Romans

<u>Substantive knowledge</u>	Learning to play the recorder		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	Sing Senua Dedende in canon Christmas Songs	Sing Si si dolada in canon Revise Songs from around the World	Sing Bella Mama in canon Revise Disney Songs
<u>Listening</u>	Beethoven - 9th Symphony	Tchaikovsky - 1812 Overture	Ravel - Bolero
<u>Composing</u>	Improvise on the recorder using ta, titi, tikitiki and crotchet rest.	Improvise on the recorder using ta, titi, tikitiki and crotchet rest.	Improvise on the recorder using ta, titi, tikitiki and crotchet rest.
<u>Performing</u>	Learn to play recorder notes BAG Sing with greater control of diction and breathing. Perform own instrument to a wider audience. (e.g. in class) Perform recorder in Year 3 Christmas Concert	Learn to play the recorder notes E, D, C and then build repertoire. Play to the same beat and speed when performing with others. Recognise errors and begin to correct when performing. Perform own instrument to a wider audience. (e.g. in class)	Play to the same beat and speed when performing with others. Listen to classmates performing and provide constructive feedback Perform recorder in Year 3 Summer Concert

Year 4

Enrichment opportunities: Y4 Spring Concert, live opera

Cross curricular links:

Autumn: Egyptians, Electricity

Spring: Vikings, Sound, Digestion

Summer: Rivers, Water Cycle

<u>Substantive knowledge</u>	Singing in 2 part harmony Developing an understanding and appreciation of film music and opera		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	Continue to sing songs in two part harmony. Count on Me Calypso Hear the Wind
<u>Listening</u>	Film Music: John Williams Star Wars, Harry Potter Lin Manuel Miranda: Encanto, Moana	Film Music: Ennio Morricone The Good, The Bad and The Ugly The Mission Opera: The Marriage of Figaro The Magic Flute	Opera: Carmen The Pirates of Penzance

<p><u>Composing</u></p>	<p>Continue to build on improvising skills with voice and on tuned or untuned percussion and instruments children are learning.</p> <p>Show an awareness of using legato and staccato and other musical features.</p>	<p>Work in a group to link different instruments in pieces with more than 2 instrumental parts.</p> <p>Experiment with instruments to create dramatic effects and mood. e.g. using major and minor.</p>	<p>Start creating rhythmic and melodic composition with ta, titi, tikitiki and crotchet rest.</p> <p>Add melody to a rhythm to create a 4 - bar piece.</p>
<p><u>Performing</u></p>	<p>Play pieces by ear and by reading simple musical notation.</p> <p>Continue to develop understanding of note names and musical notation.</p> <p>Play their own part in an ensemble with an awareness of the overall speed and sound eg alter the dynamic of their part to blend effectively with the group.</p>	<p>Rehearse and make improvements to their performance.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p>	<p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Perform rhythmic compositions and show awareness of counting bars.</p> <p>Perform own instrument to a wider audience. (e.g. in assembly)</p>

Year 5

Enrichment opportunities: Y5 Spring Concert, Music leaders

Cross curricular links:

Autumn: Ancient Greeks, Judaism

Spring: Athens, Climate zones

Summer: Victorians

<u>Substantive knowledge</u>	Continue building confidence with singing in 2 part harmony Start to give musical opinions and widen musical repertoire knowledge.		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.	Observe phrasing, accurately pitch notes and use an appropriate style. Sing two and three-part rounds, partner songs, and songs with a verse and a chorus.	Perform a range of songs in school assemblies and in school performance opportunities.
<u>Listening</u>	Describe how different sounds are used in a piece of music to achieve a desired effect.	Recognise how technology has been used in a piece of music to create and manipulate sound.	Listen to a variety of recorded and live music from contrasting times and cultures eg. Balinese Gamelan, African Drumming, European Symphony Orchestra. A musical journey through the ages.
<u>Composing</u>	Improvise musical phrases and use them to develop compositions using repetition and structure. Start to show understanding of major and minor and use chords to create an atmosphere or mood.	Improvise over a simple drone or groove, showing an understanding of dynamics. Begin to use staff notation and think about time signatures.	Compose music for specific occasions eg a Christmas carol. Refine and improve own work using a developing musical vocabulary. Use technology to change and manipulate sounds.

<p><u>Performing</u></p>	<p>Sing songs or play instruments with syncopated rhythms.</p> <p>Continue to develop understanding of musical notation.</p>	<p>Play solos and as part of an ensemble using a variety of instruments.</p> <p>Record own performance and evaluate / improve.</p> <p>Present performances effectively with an awareness of audience, venue and occasion.</p>	<p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Perform own instrument to a wider audience. (e.g. in orchestra)</p>
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Year 6

Enrichment opportunities: Y6 Production and Y6 Carols at St Albans Abbey

Cross curricular links:

Autumn: The Mayans, South America, Buddhism

Spring: World War 2

Summer: Asia

<u>Substantive knowledge</u>	Introduce singing in 3 part harmony Develop musical opinions further and widen musical repertoire knowledge.		
	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Singing</u>	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.	Observe phrasing, accurately pitch notes and use an appropriate style. Have the opportunity to lead others in the vocal part. Pitch the start of a song accurately.	Sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
<u>Listening</u>	Recognise how changes in time and culture have affected music eg. classical, jazz, blues, pop. Listen to a range of musical theatre songs and link to story telling. Which effects and expression has been used?	Describe how musical elements are used to create a particular effect eg. in musicals.	At the end of Year 6, pupils should be able to identify some key pieces of music and their characteristics. Continue to widen the musical repertoire listened to (live and recorded) and give recommendations and opinions.
<u>Composing</u>	Compose and improvise music and lyrics using historical or cultural structures eg 12 bar blues.	Identify and use 4 and 8 bar phrases in compositions.	Include dynamics, pitch and duration in compositions.

		Continue to develop use of staff notation including treble clef notation.	Compose a short song to own lyrics. Continue to develop understanding and use of chords, including adding them to a melody.
<u>Performing</u>	Use dynamics in singing to express the mood of the phrase or lyric - sing songs from musicals. Play an individual role in a group performance eg solo, accompaniment, conductor.	Play in a round using tuned percussion. Record own performance and evaluate / improve. Present performances effectively with an awareness of audience, venue and occasion	Perform body percussion with an increased sense of tempo and beat, using syncopated rhythms and keeping own part going. Perform own instrument to a wider audience. (e.g. in class band) Show awareness of the main melody and accompaniment when performing.