

# Music Overview

Golcar Junior, Infant and Nursery School

# Intent Statement

## **Why is it important to teach music?**

Music is an important part of children's development: it can develop skills, attitudes and attributes to support learning in other subjects. It improves their self-esteem, stimulates brain development, and fosters a sense of achievement, especially for children who may struggle in more academic areas as it can trigger the release of feel good chemicals into our bodies. Children become engaged and inspired to develop a love of music and to evaluate the work of themselves and others. They are taught to improvise and compose music which can then be performed using their voices and musical instruments.

## **What does Music look like at Golcar JIN?**

Our music curriculum is taught using the Kapow scheme. The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. The scheme focuses on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. The Kapow curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, the Kapow curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

## **How do we promote Music Learning at Golcar JIN?**

Opportunities to learn and perform songs for performances and during showcase assemblies. Whole class music lessons with our musician in residence.

Access to peripatetic music lessons, learning to play a range of instruments including trumpet, recorder, piano, violin, guitar and voice, in one-to-one and small group lessons.

Opportunity to join our school choir

# How our music curriculum meets our communities needs

As a school we have chosen to follow the Kapow scheme of work. The scheme has been authored by experts in their field. It supports pupils to meet the National Curriculum end of key stage attainment targets and provides clear progression of learning throughout key stage 1 and 2.

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

It also provides relevant cross-curricular opportunities to help us ensure that it fits with the rest of our curriculum offer and meets our community needs.

# Music Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Early Years	Exploring sound	Celebration Music	Music and movement	Musical Stories	Transport	Big Band
Year 1	Keeping the pulse  (Theme: My favourite things)	Tempo  (Theme: snail and mouse)	Dynamics  (Theme: Seaside)	Sound patterns  (Theme: Fairy tales)	Pitch  (Theme: Superheroes)	Musical symbols  (Theme: Under the sea)
Year 2	Call and response  (Theme: Animals)	Instruments  (Theme: Musical storytelling)	Singing  (Theme: on this island)	Contrasting Dynamics  (Theme: Space)	Structure  (Theme: Myths and Legends)	Pitch  (Theme: Musical Me)

	Autumn Term	Spring Term	Summer Term
Year 3	Ballads  Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)  Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)  <b>Learning an instrument</b>
Year 5	Composition notation (Theme: Ancient Egypt)  Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)  <b>Learning an instrument</b>
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave)  Theme and Variations (Theme: Pop art)	Baroque	Composing and performing a Leaver's song

# Golcar Goals – Early Years

## **Listening and evaluating**

Listen attentively, talk about how music makes them feel and move their body in response to music.

Express a basic opinion about music.

## **Creating sound**

Sing short, rhythmic rhymes and songs.

Begin to recognise the pulse of a song and unconsciously begin to sing to it.

Know different ways of making sound with everyday objects and instruments.

## **Notation**

Develop an awareness of how simple marks or objects can show single beats and single beat rests.

## **Improvising and composing**

Explore and imitate sounds.

## **Performing**

Perform actively as part of a group.

Demonstrate being a good audience member.

# Golcar Goals – Year 1

## **Listening and evaluating**

Begin to move in time with the beat of the music.

Begin to articulate how a piece of music affects them.

Recognise simple patterns and repetition in rhythm.

Talk about the tempo of music using the vocabulary of fast and slow.

Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent

Talk about the pitch of music, using the vocabulary of high and low.

## **Creating sound**

Sing simple songs, chants and rhymes from memory.

Sing a range of call and response chants, attempting to match the pitch and tempo they hear.

Use instruments to follow the beat by observing and then mimicking the teacher's modelling.

## **Notation**

Begin to read simple rhythmic patterns.

## **Improvising and composing**

Create sound responses to a variety of physical stimuli.

Combine instrumental and vocal sounds within a given structure.

Create simple melodies using a few notes.

## **Performing**

Perform actively as a group.

Start to maintain a steady beat throughout short singing performances.

# Golcar Goals – Year 2

## **Listening and evaluating**

Confidently move in time with the beat.

Begin to explain why the music has a certain effect on them.

Begin to keep movements to the beat of different speeds of music.

Talk about the tempo of music using the vocabulary of fast and slow.

Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent

Talk about the pitch of music, using the vocabulary of high and low.

## **Creating sound**

Sing simple songs, chants and rhymes from memory.

Sing a range of call and response songs, matching the pitch and tempo they hear with accuracy.

Start to understand how to produce different sounds on pitched instruments.

## **Notation**

Use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).

## **Improvising and composing**

Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.

Select and create short sequences of sound with voices or instruments to represent an idea or character.

Work collaboratively to combine different sounds by turn taking or playing sounds at the same time.

## **Performing**

Perform actively as a group, clearly keeping in time with the beat.

Follow a leader to start and end a piece appropriately.

# Golcar Goals – Year 3

## Listening and evaluating

Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)

Understand that music from different parts of the world has different features.

Recognise and explain the changes within a piece of music using musical vocabulary.

Describe the timbre, dynamic, and textural details of a piece of music both verbally and through movement.

Begin to show an awareness of metre.

Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

## Notation

Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record compositions.

Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

## Improvising and composing

Compose a piece of music in a given style with voices and instruments (Battle Song, Indian, Classical, Jazz, Swing).

Begin to improvise musically within a given style using their voice.

Suggest and implement improvements to their own work, using musical vocabulary.

Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

## Performing

Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

# Golcar Goals – Year 4

## Listening and evaluating

Recognise the use and development of motifs in music.

Identify gradual dynamic and tempo changes within a piece of music.

Identify common features between different genres, styles and traditions of music.

Recognise, name and explain the effect of the interrelated dimensions of music.

Identify scaled dynamics (crescendo/decrecendo) within a piece of music

Use musical vocabulary to discuss the purpose of a piece of music.

Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.

## Notation

Know that 'performance directions' are words added to music notation to tell the performers how to play.

Use letter name, graphic and rhythmic notation and musical vocabulary to label and record compositions.

## Improvising and composing

Compose a coherent piece of music in a given style with voices, bodies and instruments.

Begin to improvise musically within a given style using an instrument.

Develop melodies using rhythmic variation, transposition, inversion, and looping.

Create a piece of music with at least four different layers and a clear structure.

## Performing

Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

Play melody parts on tunes instruments with accuracy and control and developing instrumental technique.

Play syncopated rhythms with accuracy, control and fluency.

Sing and play in time with peers with accuracy and awareness of their part in the group performance.

# Golcar Goals – Year 5

## **Listening and evaluating**

Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix)

Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

Compare, discuss and evaluate music using detailed musical vocabulary.

Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own work and others.

Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.

## **Notation**

Know that simple pictures can be used to represent the structure (organisation) of music)

Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Use staff notation to record rhythms and melodies.

## **Performing**

Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

Playing a simple chord progression with accuracy and fluency.

Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

## **Improvising and composing**

Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).

Improvise coherently within a given style.

Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.

Suggest and demonstrate improvements to own and others' work.

Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

# Golcar Goals – Year 6

## Listening and evaluating

Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.

Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music).

Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.

Identify the way the features of a song can complement one another to create a coherent overall effect.

Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.

Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

## Notation

Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.

Know that chord progressions are represented in music by Roman numerals.

Record own compositions using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.

Performing with accuracy and fluency from graphic and staff notation and from their own notation.

## Performing

Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Performing by following a conductor's cues and directions.

Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.

Performing a solo or taking a leadership role within a performance.

## Improvising and composing

Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.

Improvising coherently and creatively within a given style, incorporating given features.

Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Constructively critique their own and others' work, using musical vocabulary.

Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

# EYFS – Key Vocabulary

## Exploring sound

voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds

## Celebration music

music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion

## Music and movement

actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience

## Musical stories

classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance

## Transport

car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score

## Big band

music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass

# Year 1 – Key Vocabulary

Pulse and rhythm (Theme: All about me)

**pulse, singing voice, speaking voice, thinking voice**

Tempo (Theme: Snail and mouse)

**beat, fast, singing voice, slow, speaking voice, warm up**

Dynamics (Theme: Seaside)

**dynamics, instrument, seaside, soundscape, symbol, volume**

Sound patterns (Theme: Fairy Tales)

**character, voice, sound pattern**

Pitch and tempo (Theme: Superheroes)

**high, low, pattern, performance, pitch, tempo**

Vocal and Body sounds (Theme: Under the sea)

**dynamics, pitch, rest (gap), sound pattern, tempo**

# Year 2 – Key Vocabulary

## Call and response (Theme: Animals)

**call and response**, sound pattern, dynamics

## Instruments (Musical storytelling)

dynamics, **encore**, **instrumental sound**, **sound effect**, tempo

## Contrasting dynamics (Space)

**composer**, dynamics, **pitch pattern**, **planet**, **representation**, **soundscape**, tempo

## Singing (On this island)

**composer**, **composition**, dynamics, **inspiration**, pitch

## Structure (Myths and legends)

**legend**, **myth**, composition, **notation**, rest, **rhythm**, **structure**, tempo, **two half beats**, **one beat**.

## Pitch (Musical Me)

**dot**, low, notation, **phrase**, pitch, **stave**

# Year 3 – Key Vocabulary

## Ballads

**ballad**, chorus, compose, dynamics, emotions, **ensemble**, facial **expressions**, **features**, feelings, instrumentals, lyrics, melody, **nonsense words**, performance, **phrases**, **poem**, pop songs, rehearse, rhyme, solo, **stanza**, **story mountain**, **summarize**, tune, verse, vocabulary, volume

## Creating compositions in response to an animation (Theme: Mountains)

atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, **melodic pattern**, melody, opinion, notation, pitch, **repeated rhythm**, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,

## Developing singing technique (Theme: The Vikings)

accuracy, backing track, beat, body percussion, call and response, **co-ordinated**, **crotchet**, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, **key change**, **major key**, **minim**, **minor key**, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, **tension**, tune, vocal warm-up,

## Pentatonic melodies and composition (Theme: Chinese New Year)

accuracy, **crescendo**, **control**, composition, duration, dynamics, expression, features, **fluency**, **folk music**, glockenspiel, **grid notation**, **harmony**, **layered melodies**, letter notation, melody, **musical terminology**, notation, notes, **octaves**, **pentatonic melody**, **pentatonic scale**, **phrases**, **scale**, timbre, tempo, untuned percussion,

## Jazz

call and response, **traditional jazz**, improvisation, **jazz**, **off-beat**, motif, pitch, **ragtime**, rhythm, **scat singing**, **straight quaver**, **strung quaver**, **swung rhythm**, swing music, **syncopated rhythm**, **syncopation**, tune,

## Traditional instruments and improvisation (Theme: India)

**Bollywood**, compose, **drone**, dynamics, **harmonium**, improvise, **Indian flute**, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, **rag**, **sarangi**, **sitar**, **tabla**, **tala**, tempo,

# Year 4 – Key Vocabulary

## Body and tuned percussion (Theme: Rainforests)

body percussion, combine, compose, **contrasting rhythms**, dynamics, inspiration, layers, **loop**, **organisation**, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion

## Rock and Roll

**bass line**, beat, chorus, dynamics, **flat notes**, **hand jive**, in-time, in-tune, notation, **originate**, pitch, rhythm, rhythmic patterns, **rock and roll**, sections, sequence, **sharp notes**, style, tempo, untuned percussion, verse, vocals, **walking bass line**

## Changes in pitch, tempo and dynamics (Theme: Rivers)

**a capella**, **breath control**, **cue**, **diction**, directing, dynamics, expression, **harmony line**, layer, melody, mood, notation, opinion, **ostinato**, percussion, **in the round**, parts, rhythm, staff notation, tempo, texture, **vocal ostinato**

## Haiku, music and performance (Theme: Hanami festival)

composing, **col legno**, descriptive, dynamics, duration, effect, **forte**, **glissando**, **haiku**, inspiration, inter-related dimensions of music, melody, **piano**, pitch, **pizzicato**, represent, silent, **sliding pitch**, sound, sound effects, **staccato**, structure, syllable, tempo, texture, timbre, verse, vocabulary

## Samba and carnival sounds and instruments (Theme: South America)

**agogo**, **bateria**, **caixa**, **carnival**, **chocalho**, composition, crescendo, **cowbell**, dynamics, ensemble, features, **ganza**, influenced, **metronome**, off-beat, percussion, pulse, **repique**, rhythm, **rhythmic break**, **samba**, **samba breaks**, structure, **surdo**, **syncopated rhythms**, **tamborim**, texture, unison, untuned percussion

## Adapting and transposing motifs (Theme: Romans)

backing track, bass line, beat, call and response, compose, **crotchet**, **dotted minim**, flats, graphic notation, in-time, in-tune, key, **key signature**, loop, lyrics, **minim**, motif, notation, ostinato, pitch, **quavers**, repeating patterns, repetition, rhythm, rhythmic notation, riff, **semibreve**, sharps, tempo, **transpose**, tuned instrument, **vocal warm-ups**

# Year 5 – Key Vocabulary

## Composition notation (Theme: Ancient Egypt)

accuracy, backing track, **balance**, composition, control, crotchet, **dotted minim**, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, **pitch notation**, quaver, repeating, rhythm, semibreve, **sheet music**, **staff notation**, **stave**, structure, tempo, tune, tuned percussion, unison, vocal warm-ups

## Blues

**12-bar blues**, **ascending scale**, backing track, **bar**, bent notes, blues, **blues scale**, **chord**, convey, **descending scale**, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation

## South and West Africa

a capella, **break**, call and response, chords, chord progression, **diction**, **djembe**, duo, dynamics, **eight-beat break**, ensemble, expression, improvisation, major chord, **master drummer**, metronome, performance, **polyrhythms**, **pronunciation**, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals

## Composition to represent the festival of colour (Theme: Holi festival)

dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, **synesthesia**, tempo, texture, timbre, **visual representation**, vocal sounds

## Looping and remixing

accuracy, backbeat, body percussion, **fragment**, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure

## Musical theatre

**action song**, **backdrop**, **book musical**, **character song**, **choreographer**, composer, **comic opera**, costumes, **designer**, **dialogue**, **director**, duet, ensemble, **hip-hop musical**, **jukebox musical**, **librettist**, **libretto**, **lyricist**, **musical director**, **musical theatre**, **opera**, **operetta**, performers, **props**, **rock musical**, **scene**, solo, tempo, timbre, **transitions**

# Year 6 – Key Vocabulary

## Dynamics, pitch and texture

classical, **characterise**, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

## Songs of World War 2

accuracy, backing track, compare, contrast, **complement**, control, **counter-melody**, diaphragm, dynamics, **era**, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, **morale**, **notate**, octave, parts, performance techniques, phrase, **phrasing**, pitch, purpose, **score**, **Solfa**, **Solfa ladder**, tempo

## Film music

accelerando, body percussion, brass, **characteristics**, chords, **chromatics**, **clashing**, composition, **conversation**, convey, crescendo, descending, dynamics, emotion, **evoke**, features, **imagery**, improvise, **interpret**, **interval**, **major**, **melodic**, melody, **military**, **minor**, **modulate**, musical, orchestral, pitch, **polished**, sequence, solo, soundtrack, symbol, **timpani**, tension, texture, **tremolo**, unison, **urgency**

## Theme and variations (Theme: Pop Art)

**3/4 time**, **4/4 time**, **accidentals**, body percussion, diaphragm, **legato**, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, **semi-quaver**, staccato, tempo, theme, **TIKI-TIKI**, **TI-TIKI**, **TIKI-TI**, **translate**, **variations**, vocal line, woodwind

## Baroque

**Baroque**, bass clef, bass instrument, canon, counter melody, **counter-subject**, **fugue**, **ground bass**, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, **polyphonic**, oratorio, **recitative**, a round, rhythmic ostinato, **sharp note**, staff notation, **subject**, texture

## Composing and performing a Leavers' song

allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, **diminuendo**, dynamics, evaluate, forte, **largo**, lyrics, melody, mood, musical features, notation, piano, **poetic structure**, repetitive, rhyme, **ritardando**, tempo, sequence, stave notation, structure, upbeat, verse

# Impact Measures

We know learning has been successful in this subject area because:

- Pupils demonstrate a heightened appreciation and understanding of diverse musical styles, showing enthusiasm and curiosity about different cultures.
- We see significant progress in pupils' musical skills as evidenced by ongoing assessments.
- Through participation in music-making, pupils display increased confidence, creativity, and collaboration skills. This is reflected in their social interactions and ability to work effectively in teams.
- Performance opportunities, both in and out of school fosters a sense of belonging and pride among pupils.

Overall, the music curriculum at Golcar JIN provides an outstanding educational experience that equips our pupils with the skills and knowledge to thrive in their future musical endeavours.