

Music Curriculum Summary

Through Music, children learn to see and express themselves and the world in a different way. At St John's children develop their knowledge of music through the Dalcroze Eurythmic and Kodály methods. This method of teaching enables music to be experienced through the whole body and even very young children are enabled to respond to, understand and create complex ideas in Music. Children learn rhythm and pulse kinaesthetically through musical games and exercises which heighten the child's natural sense of rhythm. As there is often no wrong answer, pupils express their opinions, both verbally and through movement, with confidence that their ideas are valued.

The movement aspect (based on Dalcroze principles) of lessons develops coordination, spatial awareness and hand-eye coordination. Children learn to work individually, as well as in pairs and larger groups, thus enhancing their self-awareness, communication and teamwork.

Singing is an integral part of music at St John's, in the classroom, weekly hymn practices, daily assemblies and in the various choirs. Many of the singing games, especially for the younger children, include solo parts and children are keen to volunteer to sing a song on their own. Each form has an annual production which often combines Music, Drama and Dance departments. This is one of the highlights of the school calendar and children enjoy making the performance their own.

Key Skills and Content

Kindergarten & Transition 1 (KG – T1)

- Recognize and explore how sounds can be changed
- Sing simple songs from memory
- Recognize repeated sounds and sound patterns
- Match movements to music and develop a sense of pulse and changing tempo
- Basic locomotor steps
- Respond in a variety of ways to what they hear
- Express and communicate their ideas through movement and singing
- Listen with discrimination and respond expressively to music
- Develop a natural sense of rhythm and aural perception
- Use voices expressively by singing songs and speaking chants and rhymes, as a group and with individual parts
- Understand the wo line stave using solfa: 'so, la, me'
- Understand the role of rests and silence within music
- Use of solfa with Curwen hand-signs

Music used in lessons will change depending on the interests and experience of the children and will cover a wide range of different genres.

Transition 2 (T2)

- Follow and create musical patterns
- Dictate simple rhythms
- Know how sounds can be made in different ways and described using notation
- Explore, choose and organize musical sounds and ideas and make improvements to their work

- Play a range of percussion instruments
- Sing more complicated songs, including singing solos and in rounds
- Understand stave notation with pentatonic scale
- Be able to improvise through movement
- Identify the families of the orchestra
- Explore instruments and themes through movement (e.g. using Peter and the Wolf)
- Understand forms and structure in music e.g. Rondo, binary, ternary
- Recognize simple time and compound time
- Participate in group and class performances

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Form 1

- Understand pitch through the use of solfa handsigns and the shape of melody
- Know how to read simple rhythmic notation
- Develop co-ordination
- Perform music to a range of audiences using dynamics to enhance the performance
- Be able to identify the 'strong beat' in 2, 3 and 4 time
- Identify simple patterns in rhythm
- Compose their own simple patterns of music and use flashcards to note compositions in rhythmic dictation
- Respond to a range of music in a variety of ways
- Use music to express ideas
- Be able to recognise and perform melodic and rhythmic ostinato and compose using rhythmic ostinato
- Use their bodies to create cross rhythms
- Participate in class concerts
- Identify the instruments of the orchestra (using The Young Persons Guide to the Orchestra by Britten)
- Create Group compositions based on the Planets by Holst
- Be able to sing and echo solfa in major scale
- Create and work towards performance at West Road Concert Hall

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Form 2

- Identify the end of phrases, including in both regular and irregular structure and phrase length
- Be able to move to and write down rhythmic phrases in simple time
- Understand what a Canon is and create and perform a Canon with a partner through movement
- Understand the impact of dynamics
- Recognize major/minor
- Conduct and step in simple time
- Create group compositions (based on Carnival of the Animals by Saint-Saëns)
- Understand the role of articulation in music
- Create a phrase using intervals of the major scale through solfa
- Participate in class concerts
- Create and work towards performance at West Road Concert Hall
- Explore use of orchestration and compose in small groups

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Form 3

- Set the tempo and respond to changing tempi and relative tempi
- Understand Simple Time notation and begin to develop an understanding of Compound Time notation
- Use the solfa method to lead and follow in movement and rhythmic values and melodic shapes including Canon
- Understand the role of basic bar times
- Recognize and beat or conduct 2, 3 and 4 time in both simple and compound time signatures
- Recognize and pitch a tonic
- Sing major and minor scales up and down from the tonic
- Sing in two parts
- Create rhythmic ostinatos in different bar times using body percussion and bruitages
- Improvise answering phrases (using the voice) over rhythmic ostinatos
- Create group vocal and/or movement compositions (in small groups) for performance using all or some of the elements explored and studied.

Music used will change in response to the children's interests, experience and current affairs. They may include:

- Bach Baroque Dance movements from suites for solo violin, cello and keyboard instruments
- Renaissance dance music
- Tango (Gotan Project various)
- Schumann piano music
- America (West Side Story-Bernstein)
- Excerpts of Carmina Burana (Orff)
- Songs for the F3 production
- 333 Kodály; Beethoven canon
- 'C O F F E E' canon
- Haydn canon (la, doh la, fa)
- Aqua di Marco (Antonio Carlos Jobim)

Form 4

- Understand and respond to Tempo, changing tempi
- Differentiate between treble and bass
- Understand and read simple and compound time notation
- Understand and respond to simple polyrhythms, simple and compound time up to 5 beats in a bar
- Recognize and identify patterns of changing metre
- Explore cross rhythms and unequal beats
- Understand how phrasing develops structure and performance of music
- Understand the different scales - major, minor, chromatic and whole tone
- Use solfa hand signs to reinforce pitch and memory
- Understand and use interval pitching and recognition
- Be able to sing in two parts: canon and two part melody
- Understand triads – basic root position in major and minor keys
- Follow hand signs in order to create melodic lines in different scales, which arrive at a home note
- Improvise melodically to create both balanced and unbalanced phrase structure
- Create melodic ostinatos and improvise above them in different scales Create a rhythmic composition in movement showing one or more patterns of changing metre, and/or polyrhythms and/or unequal beat
- Create a melody with a clear phrase structure and ostinato type accompaniment

Music studied will change as we adapt to the children's interests, experience and current affairs. However, it is likely to include:

- Bach two part inventions
- Excerpts from Handel's 'Theodora'
- Beethoven's slow movement from Symphony no.7

- Tchaikovsky slow movement to Symphony no. 5
- Bartok Hungarian dances for violin and piano
- Dave Brubeck (Take 5 and/or Unsquare Dance)
- Kodály 333
- Gregorian Chant
- Purcell Ground bass Aria
- 12 bar blues (Jimmi Smith)
- Marimba theme from 'True Romance'

Form 5

- Understand and respond to different Tempi and changing tempo
- Understand and respond to rhythm pattern and notation, including some syncopation and complex notation
- Understand, respond to and use metre and changing metre
- Understand, respond to and use different musical forms and structures such as binary and ternary form.
- Understand and sing major and minor scales interval pitching and recognition
- Understand basic triads and experiment with inversions
- Recognising and identifying the point of modulation
- Explore repetition and contrast to create pattern and structure
- Create layers of rhythm to create texture and structure in rhythm and movement
- Create contrasting material to an established feel or pattern both in rhythm and movement
- Use words as a basis for melodic improvisation and composition
- Using all of the above skills, write a song to be performed live
- Know an overview of key phases in the History of Music such as Baroque, Classical, Romantic, 20th Century

Music used in lessons will change depending on the children's interests, experiences and current affairs. However, it may include:

- 1st movement of Brandenburg 4 (Bach)
- Rondo alla Turca and Lacrimosa (Mozart)
- Haydn Symphonies (movements from Le Matin and Le Midi)
- The Swan (Saint-Saëns)
- Libertango (Piazzolla/Yo-Yo Ma)
- Pop repertoire (current contemporary pop music of various styles and some repertoire of their choice)
- 'She Weepeth Sore'
- Excerpts from 'Laudate Pueri'

Form 6

- Understand, respond to and use the following concepts in composition: anacrusis, accent, articulation, texture, nuance, timbre, stillness, silence.
- Explore different styles of melody and accompaniment through improvisation and listening
- Explore the links between visual art, movement and music through a series of short, improvised compositions in groups
- Create a composition using music technology to accompany a piece of video or a series of slides.

Music

Music used will change depending on the interests and experience of the children and on current affairs. It may include:

- Rite of Spring (Stravinsky)
- Mahler -Symphonies(excerpts from 1,2 and 5)
- R. Strauss - Thus Spake Zarathustra
- Schoenberg -Verklärte Nacht

- Webern- 5 pieces for orchestra
- Herbie Hancock – Watermelon Man
- Copeland -Fanfare for the common man
- Tango - Gotan Project
- Clean Bandit – Rather Be

Contribution to Spiritual, Moral, Social and Cultural Education

Music develops SMSC in a wide variety of ways, including:

- Developing aesthetic appreciation
- Providing children with a vehicle through which to express themselves and their world
- Listening to religious music
- Developing mindfulness in the listening to music
- Listening to and reflecting on a wide variety of music from different cultures
- Giving an awareness of the ‘other’ through musical experience
- Understanding the role of music in different cultures
- Using music to respond to and explore ethical themes (such as the Syrian refugee crisis or Remembrance Day)
- Teaching children to work collaboratively, listening attentively to each other and responding to each other