

MUSIC CURRICULUM INFORMATION

YEAR 1

During Year 1 the girls receive regular practice and ongoing development of their musical skills, focusing on singing, listening, aural memory and physical skills. These are delivered through whole school and Key Stage singing, as well as class music lessons and music clubs. The "Sounds Interesting" unit develops the children's ability to identify different sounds, and to change and use sounds expressively in response to a stimulus. Various percussion instruments are explored and named. The "Feel the pulse" unit develops the children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse. The "Long and Short of it" unit develops the children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. The "Taking off" unit develops the children's ability to discriminate pitched sounds and to create simple melodic patterns.

YEAR 2

During Year 2 the girls receive regular practice and ongoing development of their musical skills, focusing on singing, listening, aural memory and physical skills. These are delivered through whole school and Key Stage singing, as well as class music lessons and music clubs. In the "What's the score?" unit, the children explore classroom instruments, sorting them in various ways. They perform and compose instrumental music using pictorial and symbolic scores. This work leads on to learning traditional rhythm and pitch notation through playing the descant recorder.

YEAR 3

During Year 3 the girls receive regular practice and ongoing development of their musical skills, focusing on singing, listening, aural memory and physical skills. These are delivered through whole school and Key Stage singing, as well as class music lessons and music clubs. The "Play it again" unit develops the children's ability to create simple rhythmic patterns, in particular ostinato, using notation as a support. The "Animal Magic" unit develops the children's ability to create, perform and analyse short descriptive compositions which combine sounds, movements and words, inspired by Prokofiev's "Peter and the Wolf" and Saint-Saens "Carnival of the Animals". The "Class Orchestra" unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of the accompaniment for the class performance of a song.

YEAR 4

During Year 4 the girls receive regular practice and ongoing development of their musical skills, focusing on singing, listening, aural memory and physical skills. These are delivered through whole school and Key Stage singing, as well as class music lessons and music clubs. The "Dragon Scales" unit develops the children's ability to recognise and use pentatonic scales, create short melodies and accompaniments. The "Painting in Sound" unit links with works of art and develops the children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. The "Singing Games" unit develops the children's ability to recognise and

explore some characteristics of playground rhymes and games. It consolidates their sense of pulse and ability to perform with others.

YEAR 5

During Year 5 the girls receive regular practice and ongoing development of their musical skills, focusing on singing, listening skills, aural memory and physical skills. These are delivered through whole school and Key Stage singing, as well as class music lessons and music clubs. In the "Cyclical Patterns" unit, pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns. The "Roundabout" unit develops the children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together - harmony. They sing rounds and experiment with melodic ostinati to provide accompaniments. The "Journey into Space" unit develops the children's ability to extend their sound vocabulary, including the use of ICT, and to compose a soundscape, inspired by Holst's "Planets" suite.