

Dobwalls Music Overview

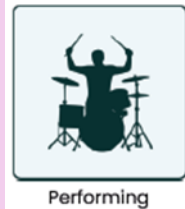
What is Music?

KS1: Music is sounds that we put together to make something we can enjoy listening to.

KS2: Music is the art of combining sounds using rhythm, melody and sometimes harmony to express ideas and feelings.

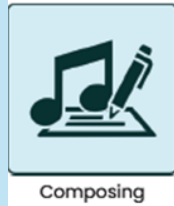
Concepts

Performing:



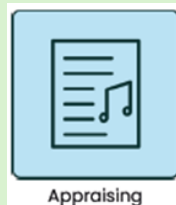
Definition: Music comes alive when we sing, play and move together to share it with other people.

Composing:



Definition: Composing means making your own music by choosing and putting sounds together.

Appraising:



Definition: Appraising is listening carefully to music, thinking about what you hear and sharing ideas.

Skills Musical Elements

Pulse/Beat – The heartbeat of the music. The steady, regular pulse in music.

Rhythm – The pattern of long and short sounds over a steady beat or pulse.

Pitch – How high or low a sound is.

Tempo – The speed of the music.

Dynamics – How loud and quiet the music is.

Timbre – The quality of a sound that makes it different from others.

Texture – How many sounds are heard at once.

Structure – How music is organised. E.g. verse, chorus/ repeating patterns

[illegible]

	Dynamics Timbre Texture Structure	Dynamics Timbre Texture Structure	Dynamics Timbre Texture Structure	Dynamics Timbre Texture Structure	Dynamics Timbre Texture Structure	Dynamics Timbre Texture Structure
Class Musician (MMC)	Music Traditions - Bhabiye Akh Larr Gayee, Bhujhangy Group. - Tropical Bird, Trinidad Steel Band .		Western Classical Traditional and Film - For the Beauty of the Earth , Rutter. - O Euchari , Hildegard.		Modern Indie, Pop, Rock, Jazz, Funk, Blues, Disco, Motown - Oasis and Blur - Abba	
Year 5	Charanga: Melody and Harmony in Music	Charanga: Sing and Play in Different Styles	Charanga: Composing and Chords	Charanga: Enjoying Musical Styles	Charanga: Freedom to Improvise	Charanga: Battle of the Bands
Concept	Appraising	Performing	Composing	Appraising	Composing	Performing
Musical Elements	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure
Class Musician (MMC)	Music Traditions - JinGoLaBa (Drums of Passion), Babatunde Olatunji - Inkanyezi Nezazi, Ladysmith Black Mambazo		Western Classical Traditional and Film - English Folk Song Suite, Vaughan Williams. - Symphonic Variations on an African Air, Coleridge-Taylor.		Modern Indie, Pop, Rock, Jazz, Funk, Blues, Disco, Motown - Bob Marley - Smokey Robinson	
Year 6	ASONE: Music Technology	Charanga: Developing Ensemble Skills	Charanga: Creative Composition	Charanga: Musical Styles Connect us	Charanga: Improvising with confidence	Y6 End of Year Production
Concept	Composing	Performing	Composing	Appraising	Composing	Performing
	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat

Musical Elements	Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Rhythm Pitch Tempo Dynamics Timbre Texture Structure
Class Musician (MMC)	Music Traditions - Sprinting Gazelle, Reem Kelani - Mazurkas Op. 24 , Chopin		Western Classical Traditional and Film - 1812 Overture, Tchaikovsky. - Connect It, Anna Meredith .		Modern Indie, Pop, Rock, Jazz, Funk, Blues, Disco, Motown - The Beach Boys - The Supremes	

UNSURE- CHECK!!!

EYFS concepts – don't really get introduced here???

Year 1 + 2 – only the concept of understanding style and expression – notation introduced in Year 3.

Points to make:

Primary Music Curriculum:

- NC says that pupils should use and understand staff notation by the end of KS2 – not EYFS and KS1
- Secure a sense of pulse, rhythm, pitch and develop expressive musical understanding through singing, listening, performing and composing.

Lower KS2 – introduce notation gradually

Upper KS2 – applying this notation in context – not as theory- although the main concepts are style and expression, pupils will still meet notation through:

- Chords and lead sheets
- Rhythmic grids
- Ensemble parts
- Recorder pieces and other instruments when gradually introduced.

Charanga, Singup, model music curriculum – these all emphasise:

- Expression
- Performing together
- Listening and Understanding
- Improvising and composing
- building confidence and musicality

Notation is one small part of musicianship – a child can be highly musical without being able to read standard notation!

Overview shows:

- Ensemble skills
- Creativity
- Stylistic awareness
- Technical control of instruments
- Digital music skills
- Harmony and chord work
- improvisation