



Our Ultimate end goal

When our musicians leave us to move on to the next stage in their lives, we want them to feel confident that they have competent performing skills that will bring pleasure to others and to themselves, whether this be in a concert, or with Happy Birthday at a party, or carols round the Christmas tree or on a railway station piano. We would like them to be able to express different emotions through their own compositions, that they have the compositional skills and knowledge to be able to create music for different occasions and that they have something to say musically to the world. Lastly, we would like our musicians to be able to appreciate music of all genres, to feel that they have knowledge of a wide variety of these different genres and to have the confidence that they can give a competent comment on the musical content of different performances, whether live or recorded, that they might experience.

Keystage One

Mad T-shirt musical elements

Melody		
<p>Stepwise movement</p> <p>Does the melody rise or fall?</p> <p>Detailed description: "The melody falls then rises", "The melody falls and rises repeatedly".</p>	<p>Range</p> <p>Does the melody use a small range or a much wider range?</p> <p>Is the melody range generally high or low</p> <p>Does the range change throughout the melody?</p>	<p>Type of movement</p> <p>Does the melody leap around or does it move stepwise?</p> <p>If it leaps, are the jumps small or large?</p>
<p>Articulation</p> <p>Spikey and smooth ways of playing - with actions to demonstrate</p>	<p>Dynamics</p> <p>Loud and soft - eg. A Ford Escort, a ford escort, a mini, mini, mini</p>	<p>Tempo</p> <p>Defined by the beat or pulse. Faster beat gives a faster performance of the music and vice versa. Give demonstration.</p>
<p>Structure</p> <p>Understanding there are different sections of a piece of music - can we change the order of these sections?</p> <p>Verse and chorus of a song - what are their functions?</p>	<p>Harmony</p> <p>Harmony is two notes or more at the same time</p> <p>Chords - and their names</p> <p>Does harmony sound nice?</p> <p>How does harmony make us feel?</p>	<p>Instrumentation</p> <p>Understanding that different instruments make different sounds - Church Organ and harpsichord</p> <p>Classification of orchestral instruments by their family names</p>



Fishbourne Primary School - Music Overview



	Rhythm		Texture
	Rhythm is a pattern of sounds. Ensure children develop an understanding of difference between rhythm and tempo (without actually connecting the two elements) Long or short notes. Rhythm grids. One or two notes in a box		Thick or thin - example of one person singing or whole class
Learning experience	<p><u>Incy Eight Legs</u></p> <p>This project will look at performing songs and composing their own sound scapes. The children will incorporate graphic scores and the basis for the project is around the nursery rhyme Incy wincy spider.</p>	<p><u>No place like</u></p> <p>Encouraging listening to sounds in our local environment, this project will encourage students to extend the musicality of their performance. It uses the song 'No place like' which looks at what sounds make our environment feel like home.</p>	<p><u>Monster Make</u></p> <p>Using texts from Jorge Luis Borges book of 'Imaginary Beings' the children will be inspired to give a creative response in music, to the ideas conjured up by Mason Bates composition, which he himself developed from Borges book. This will allow the children to develop their compositional skills and make music around the theme of a mythical creature.</p>
Skills	Starting the compositional journey, the children will experiment with long and short, loud and quiet vocal sounds to represent the sounds of Incy throughout the song, dispensing with the words.	<p>Composing: Finding words and sounds that can be put together to tell the story of where the children live.</p> <p>Performing: Successfully and musically performing the piece with the words and sounds in situ.</p>	<p>Composing: In this project the children will learn how to develop ideas for composition, based on a mythical creature that they imagine. They will use characteristics from their creature as starting blocks which are then weaved together to create a coherent piece. They will learn to assess what a coherent piece might look like.</p>
Knowledge	Learn about dynamics and how graphic scores work. What is a composer? - ready for the No Place Like topic.	<p>No Place Like. Composer Kerry Andrew How and why did she become a composer. Is it difficult becoming a composer in what is a traditionally male culture.</p>	Mason Bates Imaginary Beings book. Palindromes and musical palindromes - JS Bach, Mozart, and specifically Stravinsky's The Owl and the Pussy Cat
Learning experience	<p><u>Rhymes of the nursery</u></p> <p>How do we pass on our historical heritage? We will be listening to how nursery rhymes give the listeners a historical context of the time they were composed. Children will be performing already established nursery rhymes looking at their background and using their knowledge to compose a nursery rhyme for today created by them.</p>	<p><u>Four seasons</u></p> <p>Around 300 years ago when Vivaldi wrote the 4 seasons he was one of the first people to compose music that was meant to remind listeners of places and things of the world around them. Using the knowledge and skills they develop from listening to this piece of music the children will develop their own composition to reflect a season of their choice.</p>	<p><u>The Planets</u></p> <p>Using the fantastic music of Gustav Holst's 'The Planets' we will be looking at how composers use different instruments and musical elements to represent different ideas. The children will be using this knowledge to compose their own 'earthly' representation of our planet.</p>



Fishbourne Primary School - Music Overview



Skills	<p>Composing: Fitting words to a tune and rhythm</p> <p>Performing: Singing a simple tune</p>	<p>Composing: Using music to represent something happening Programme Music</p> <p>Performing: Introduction to keyboard, ukulele. Chord F and Am</p> <p>Introduction to Chair Drumming</p>	<p>Composing: Further developing their skills to use sounds to represent something that exists, programme music,</p> <p>How much do the sounds need to sound like something - or can they be suggestive?</p>
Knowledge	<p>The Grand Old Duke of York Battle of Wakefield?</p> <p>Ring a ring of Roses The Great Plague?</p> <p>Humpty Dumpty Sat on a Wall The Colchester Cannon?</p> <p>What can songs teach us about what has happened in the world</p>	<p>Baroque music JS Bach - Church music - Toccata in D minor The organ - demonstration of how organ works Harpsichord at home - organ in Church Potted history of the keyboard up to EDM</p> <p>Programme music Fours seasons was first of this genre</p>	<p>Gustav Holst - famous British composer at the turn of last century.</p> <p>Planets, starts with Mars, bringer of War, written at the start of the First World War.</p> <p>Reference how war affected british composers: Vaughan Williams, Lark Ascending and Hubert Parry, Songs of Farewll.</p>

Making the world a better place

Year 1

Our children in this class will produce a musical Christmas card to send to our local residential care homes.

Year 2

Using their skills and knowledge they have gained so far, our Year 2s will showcase these to bring pleasure to an audience in their Nativity performance

Lower Keystage Two

Melody



Fishbourne Primary School - Music Overview



Mad T-shirt musical elements

Stepwise movement

Introduce scales:
major, minor, pentatonic (Play up Pompey)
The names of notes - notation

Leaping movement

Introduce intervals: Third, Fourth, Fifth, Sixth, Seventh, Octave

Articulation

Staccato and legato

Define what happens to the sound when this is happening and what effect this has on the music

Dynamics

Forte - piano
Moderately loud / moderately quiet mf/mp mezzo

Very loud / very quiet pp/ffissimo

What does changing the dynamics do for the performance?

Tempo

Bars and beats - how many beats in a bar - time signatures

Strong beats of the bar and weak beats

Structure

Giving letters to different sections of a piece

Pop song structure
Intro - verse - chorus - bridge - outdo

What effect does changing the order of a piece have on the effect of a piece of music on a performer

Harmony

Major and minor harmony
Happy and sad times

Major and minor keys
Different keys have feelings

Instrumentation

Recognising different instruments
Starting to recognise them by their sounds

Junk instruments
Rubbish Tip orchestra and Junk bands

Vegetable instruments

Rhythm

Musical notation:
Crotchets, quavers, minims, bars

Syncopation
Why does it feel cool?



Fishbourne Primary School - Music Overview



Texture			
Simple or complex			
Concept of melody and accompaniment			
Learning experience	<p style="text-align: center;"><u>Body percussion</u></p> <p>Based on the popular 'STOMP' performances we will put together a body percussion piece. This will be developed this into a junk band project, using household waste items. Along with the carrot clarinet</p>	<p style="text-align: center;"><u>Band project 1</u></p> <p>This project will allow the children to develop an understanding of working together. As they plan and execute a pop band style performance, using a ukulele, keyboard, drum kit and vocals this will allow us to help children to develop their own response to contemporary culture. We hope to round this project off with a battle of the bands competition between years 3,4 and 5.</p>	<p style="text-align: center;"><u>Reggae</u></p> <p>This great musical tradition will allow the children to study and compose music from a near contemporary culture. Looking at the work of Bob Marley and others they will study the components of reggae music and work towards creating their own reggae style composition.</p>
Skills	<p>Composing more constructed pieces rather than open ended pieces: composing a rhythm grid body percussion piece using different sounds</p> <p>Performing from a score in a musically precise manner.</p> <p>Developing skill to hold a rhythmic motif going in a musical manner.</p>	<p>Developing performance skills on keyboard and ukulele: Chords F, Am, C and playing in rhythmically and in time on drumkit</p> <p>Ensemble work: Perform Aramsamsam in small groups with keyboard, drums and ukulele</p>	<p>The performance of two reggae pieces will require children to develop the rhythmic performance skills, being able to musically perform off-beat rhythm patterns.</p> <p>The use of improvisation is introduced as a performance idiom, with 2 bar melodic improvisation.</p>
Knowledge	<p>Connect It</p> <p>Composer Anna Meredith</p> <p>Woman composers - the freedom to express yourself - compare with Clara Schumann</p>	<p>The Beatles</p> <p>Their effect on the cultural life of Britain</p> <p>Reference Rolling Stones</p> <p>Yellow Submarine</p>	<p>How Ska and Rock Steady lead to Reggae.</p> <p>Influence on UB40 and Madness pop groups.</p> <p>Rastafarian religion</p> <p>Bob Marley and his influence on the genre.</p>
Learning experience	<p style="text-align: center;"><u>Peter and the Wolf</u></p> <p>Studying this work will allow the children to further develop their understanding of instrumentation. Using these skills they will compose and formulate their own Leif - motif. Children will understand how a theme connected to a character helps the audience to a greater emotional experience in a film or play.</p>	<p style="text-align: center;"><u>Band project 2</u></p> <p>This project will continue to develop the skills and knowledge that the children have learnt in the band project in year 3. The children will continue to develop an understanding of working together when performing in the battle of the bands project.</p>	<p style="text-align: center;"><u>African music</u></p> <p>Using the polyrhythms that have developed over the centuries in African music, we will be progressing the children's rhythmical performance skills and also looking at indigenous music and how this plays an important part in the historical understanding in society today. The children will be performing and showing off their skills in an end of project skills.</p>



Fishbourne Primary School - Music Overview



Skills	<p>This project will develop children's listening skills in recognising instruments and thinking about the qualities to represent different animals or people.</p> <p>They will use these skills to compose an original melody that represents an imaginary character.</p>	<p>Developing performance skills on keyboard and ukulele: Chords F, Am, C, G and playing in time more advanced rhythms on drumkit</p> <p>Ensemble work: Perform I have a dream, ABBA, in small groups with keyboard, drums and ukulele</p>	<p>This project will further develop the improvisation skills of the children and as well as learning specific polyrhythms from Africa. This will be in a freer environment than the Reggae improvisation, and therefore makes a greater demand on the children's improvisation skills to build a coherent performance. Being the Master Drummer during the performance will develop the children's leadership skills within the ensemble performance.</p>
Knowledge	<p>Instruments Flute, Clarinet, Oboe, Bassoon, Strings, Horn, Trumpet and percussion, and their place within the orchestra, in their orchestral families.</p> <p>Sergei Prokofiev - Russian composer Shostakovich - composing in code. Waiting for the knock at the door. Performance poetry</p>	<p>ABBA, Lucie Jones, Michael Ball Eurovision Song Contest Musicals Matilda, Les Miserable, Hamilton (Reference back to Nursery Rhymes)</p> <p>Modern day way of people learning history Reference Shakespeare in similar vain.</p>	<p>Performers: Miriam Makeba - fusion with Paul Simon Mambazo, Bolokada Conde.</p> <p>Talking Drum, Djembe</p> <p>African music as a folk music. Connection to folk music in United Kingdom. What is it, how is it passed on - originally and now.</p>

Making the world a better place

Year 3

Performing for the Friends of Fishbourne yearly birthday party

Year 4

A Christmas performance and sing-along at the local residence care home

Upper Keystage Two

Melody



Fishbourne Primary School - Music Overview



Mad T-shirt musical elements

Developing scales
Blues and chromatic

Simple repetition
Are motifs repeated at points throughout the melody?

Is a whole phrase repeated?

Is there a continuously repeated motif, ie ostinato?

Modified repetition
Sequence - melody/motif repeated but at different pitch

Inversion - melody/motif repeated upside-down

Retrograde - melody/motif repeated backwards - palindrome
(connect Mason Bates A Bao a qu stories)

Articulation

Pizzicato, and arco - figure-picking and strummed

Accents and tremolo

Dynamics

Moving between the different levels

Crescendo/Diminuendo

What are the effects of this?

Tempo

Getting faster and getting slower - accelerando and rallentando

What effect does this have on a performance of music

Structure

12 bar blues

Ternary and rondo form

Harmony

Consonance or dissonance

How is harmony used to create tension?

Chords

What function do chords have in music?
Cadences: plagal, perfect, interrupted

Drone and pedal notes

Why?

Instrumentation

Popular music instruments - The Pop Band

The bagpipes

What happens when you put instruments together

What happens when you put different instruments from different cultures together:
Fusion



Fishbourne Primary School - Music Overview



	Rhythm		
	Compound time signatures	Dotted rhythms Syncopation	Polyrhythms What are they and why do we need them?
	Texture		
	Concept of melody, bass and chords	Call and response	Monophonic, homophonic and polyphonic texture descriptions
Learning experience	<u>Blues</u> Following on from the African music project, we will look at how blues developed the music of this continent, and became the forerunner of most modern music genres today. The children will be looking at 12 bar blues, and learning how to improvise on different instruments around this structure. Ending with a big 12 bar blues Jam session.	<u>Band project 3</u> The band project culminates in year 5 and will allow the students to progress further and showcase all the skills, techniques and knowledge learnt in previous years. They should be able to demonstrate great team work through working with others in their ensembles.	<u>Samba</u> The Samba project will encourage our students ever widening knowledge of world music. We will be looking at the polyrhythms developed in the African music topic, and combined with learning about different samba instruments, will work towards a final samba showcase at the Summer fair. This project will include a look at the effect of silence in music.
Skills	Performance: Improvisation This unit will further progress the children's improvisation skills, now requiring them to improvise rhythm and melody in a structured piece: the 12 bar blues. Their ensemble skills will also be progressed with a small group performance, but with improvisation as a complicating factor.	Developing performance skills on keyboard and ukulele: Chords F, Am, C, G, D, Em and playing in rhythmically and in time on drumkit Ensemble work: Perform Livin' on a prayer in small groups with keyboard, drums and ukulele	Performance: Learning different polyrhythms Performing musically in a large ensemble and smaller groups whilst maintaining rhythmic structure. Leading the ensemble



Fishbourne Primary School - Music Overview



Knowledge	<p>Project Vocabulary: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7; Chord Vamps, Walking Bass</p> <p>Historical development of the Blues and the importance for the development of popular music in the 20th Century.</p> <p>Blues instruments: saxophone, piano, trumpet, voice. Rhythm section of the band.</p> <p>Background as to connection with R&B and Hip Hop in anticipation of the Rap project.</p> <p>Muddy Waters, Bessie Smith, Fats Waller</p>	<p style="text-align: center;">Bon (Jon) Jovi Songs that reflect what is happening in society - Union strikes in USA/miners strike in UK</p> <p style="text-align: center;">Protest songs Bob Dylan Blowing in the Wind</p> <p>Connect with protest movements in South Africa, United States of America, Black Lives Matter.</p> <p style="text-align: center;">The use of music to stir up nationalism - for countries to gain independence: Norway; the Singing Revolution in the Baltic states. National Anthems.</p>	<p style="text-align: center;">John Cage 4' 33" The Sound of Silence</p> <p>How does silence affect a musical performance or composition.</p> <p>Can we ever have complete silence, or is the outside world around us impinging on our experience of music?</p> <p style="text-align: center;">Simon and Garfunkel Hello Silence my old Friend</p> <p style="text-align: center;">Minimalism - is it really music? Steve Reich Clapping Piece Silence on the Terraces - the development of the Football Chant.</p>
Learning experience	<p style="text-align: center;"><u>Digital/Gaming Music</u></p> <p>Over the last few years digital music has become such an important part of the music industry. To prepare our students for transition up to secondary school we will be looking at an introduction into this genre. Using musical software on the iPad the children will use the skills and knowledge learnt during their time at Fishbourne to compose a mobile ringtone that can be used on their own phone and then progressing to composing music for a video game</p>	<p style="text-align: center;"><u>Film Music</u></p> <p>Further developing their digital music experience, we will be looking at developing the students composing skills by a commission for some music for a James Bond or Disney film. They will need to show their understanding and progression of the musical elements they have learnt through their time at primary school to successfully complete the project.</p>	<p style="text-align: center;"><u>Rap</u></p> <p>At the moment probably represents the youth of today's most authentic artistic expression. As a grand finale to their music experience at Fishbourne the children will study the origins of Rap and lead to a final composition and performance of their own Fishbourne experience masterpiece! With the potential to perform them in their leavers assembly.</p>
Skills	<p style="text-align: center;">Composing:</p> <p>Compose an original piece consistent with the style of the genre with varied outcomes. The piece will need to represent a character and will require more complex composition than previous projects</p>	<p style="text-align: center;">Composing:</p> <p>Further developing children's composing skills to compose emotionally charged music to a given time. Composing with harmony and careful choice of instruments to achieve the aims of the brief.</p>	<p style="text-align: center;">Performing:</p> <p>Learn and perform rhythmically intricate pieces</p> <p style="text-align: center;">Composing:</p> <p>Children will compose an original piece but will need to think and include internal rhythmic rhyming</p>



Fishbourne Primary School - Music Overview



Knowledge	<p>Project vocabulary: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif,</p> <p>Koji Kondo, Nintendo Jeremy Soule, Harry Potter video game</p>	<p>Project vocabulary: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Click Tracks/Timing, Theme, Sound Effects, Motif, Musical Clichés, Diegetic and Non-Diegetic Film Music.</p> <p>John Williams, Hans Zimmer, Ennio Morricone. Looking and listening to the works of several top film composers allows children to critically engage with the genre.</p>	<p>Rap development from Hip Hop Protest songs (connect with Bob Dylan in Band Project 3) often about Racism - connect with Black Lives Matter.</p> <p>Reference performers: Kool Herc, Ice-T, Eminem, Jay Z.</p> <p>Rap as an industry</p>
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Making the world a better place

Year 5

Performing in a samba band at the school summer fete

Year 6

Combining all their musical knowledge and skills to bring delight and pleasure to an audience in their end of year musical production