

Hazelwood Schools



Music

Curriculum Overview

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Key Concepts: Listening, Singing, Composing, Performing, Notating, Contextualising

Music at Hazelwood

Intent

At Hazelwood Schools, we are proud to provide a rich and diverse experience of music for all of our children.

We believe that music has a positive impact on children's personal and creative development as well as all areas of learning.

As part of our Music curriculum, we provide opportunities for children to express themselves creatively, build confidence, develop coordination and enhance their communication skills. Music is a universal language, connecting us and bringing us together as a whole community.

The aims of our Music Curriculum are:

- To provide real, relevant, immersive and purposeful opportunities for children to develop skills in singing, listening, composing and performing
- To listen to, review and evaluate music across a range of historical periods, genres and traditions
- To sing and use voices creatively
- To create and compose
- To learn to play a variety of musical instruments
- To develop an understanding of music and its inter related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations





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Implementation

At Hazelwood, Music is taught discreetly every week. Children also take part in a weekly singing assembly. Whole class instrumental lessons take place at the end of Year 2 and throughout Year 3 and Year 4.

Key musical concepts are built upon and learning is revisited to ensure children's knowledge is built upon each week and year on year. The Hazelwood Curriculum is built upon the Model Music Curriculum due to its focus on diversity both in pieces of music and in skills. The curriculum is **ambitious in its scope** (meeting and exceeding the demands of the National Curriculum), **meticulous in rigour** (responsive to up-date scholarship in music) and **carefully sequenced** (so that pupils' ability to build a comparison and reach a critical judgment).

Music is also used to enhance and support learning other subjects such as Maths, Geography, PSHE and English. In EYFS, Music supports children in learning routines, nursery rhymes, stories and behaviour expectations. In Spanish, Music is used to introduce new language learning.

Hazelwood's Approach to Teaching and Learning

At Hazelwood, you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

In a typical Music unit, you will see:

- Children learning to **use their voices** with increasing control and precision
- Children learning to **sing together** and follow musical instructions
- Children learning to **use instruments** with care and respect
- Children learning to **play tuned and untuned percussion instruments** rhythmically
- Children learning to **listen and appraise** a variety of music
- Children learning to **notate and compose** music using a variety of instruments
- Children **responding** to music with **movement**
- Children **performing solo or in groups** to each other or a larger audience
- Children putting music genres, compositions and composers into **historical contexts**
- Children learning to identify and comment on the **inter-related dimensions of music**



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Real, relevant and immersive learning opportunities in Music are really important in supporting children to **explore** their sense of self, creatively. Music helps children **express** their opinions and emotions and gives them a **creative outlet that is accessible for everyone**. Music supports **early language development** and **language acquisition**, enabling children to communicate more effectively. Our children have the opportunity to **sing, perform and be creative with music** in a variety of contexts.

To further enhance the Music curriculum, we provide **choirs and instrumental ensembles**, enabling them to develop their passion and skills in Music. We work closely with the Enfield Music Service which provide opportunities to share music with local schools and inspire children with shared music making experiences.



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Impact

How do we assess?

We assess our children using a range of methods

- In instrumental lessons, children sit in small groups to enable individual support and assessment of their skill level.
- Routine, embedded, informal formative assessment is built into every lesson.
- Questioning is a large part of our assessment. We use a range of questions to constantly check children's knowledge is secure and that children are able to identify inter-related dimensions of music in piece they are playing or listening to.
- Children take part in call and response activities as a whole class.
- Children are given the opportunity to sing or perform solo to demonstrate their skill and understanding of the techniques taught.

How do we know that children are at age-related expectation?

- Children are able to identify taught inter-related dimension of music in music listened to.
- Children are able to use taught musical vocabulary to talk about music.
- Children sing and perform applying taught techniques and skills with confidence.

Children are working at a greater depth if they question the methods composers have used to create effects, comment on inter-related musical dimensions and how they have been used to evoke a particular feeling and draw on their own life experiences to understand the impact music has on the world around them.

How do our children feel about Music?

- "I like dancing when the music is on." - Reception
- "I like playing instruments and singing songs." - Reception
- "I like learning new songs and playing instruments I don't know." - Year 1
- "I like that you can show how you are feeling through music." - Year 1
- "There is so much spirit in music and you can make any sound you want." - Year 2
- "Music can take you to different places depending on the sounds you hear." - Year 2
- "I like how you get to express your feelings while singing and that you get to be yourself." - Year 3
- "I like learning music because it can give you a more creative mind." - Year 3
- "I like to hear music that I have never heard before." - Year 4
- "You get to learn songs and invent new ones." - Year 4
- "You get to play instruments and try your own tunes with your partner." - Year 5
- "Music lessons are fun and engaging and no one is ever left out because music is in everybody." - Year 5
- "We got the opportunity to learn an instrument and give a concert." - Year 6



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- “I like that we are introduced to new sounds.” - Year 6

RECEPTION	EXPRESSIVE ARTS AND DESIGN EYFS Statutory Framework (2021): Educational Programme The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe . (Linked Early learning goals: communication and language, physical development, personal, social and emotional development)					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Nursery Rhymes <u>Skills</u> <ul style="list-style-type: none"> Singing Performing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Tempo Structure 	Celebrating Christmas <u>Skills</u> <ul style="list-style-type: none"> Singing Performing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Tempo Structure Dynamics 	Sounds from our environment <u>Skills</u> <ul style="list-style-type: none"> Listening Performing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Silence Dynamics Timbre Duration 	Space <u>Skills</u> <ul style="list-style-type: none"> Composing Singing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Silence Dynamics 	Animals <u>Skills</u> <ul style="list-style-type: none"> Singing Composing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Timbre Texture Pitch 	Minibeasts <u>Skills</u> <ul style="list-style-type: none"> Listening Notating Performing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Timbre Tempo Duration Pitch
Vocabulary	<ul style="list-style-type: none"> rhyme repeat fast slow melody start stop together 	<ul style="list-style-type: none"> jingle bells loud quiet/ soft leader perform pulse beat unison 	<ul style="list-style-type: none"> timbre silence sound maraca claves instrument hand drum guiro 	<ul style="list-style-type: none"> silence high/ low feeling pitch whisper/ shout loud/ quiet pattern notes 	<ul style="list-style-type: none"> conductor higher/ lower unison solo voice choir chant texture 	<ul style="list-style-type: none"> audience shake/ strike/ scrape accompany performance signal pulse/ rhythm voices



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Percussion instruments <u>Skills</u> <ul style="list-style-type: none"> Listening Composing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Timbre Tempo 	The Nativity <u>Skills</u> <ul style="list-style-type: none"> Singing Performing Listening Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Dynamics Structure 	Fire <u>Skills</u> <ul style="list-style-type: none"> Listening Composing Notating Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Dynamics Tempo Timbre 	Animals <u>Skills</u> <ul style="list-style-type: none"> Listening Contextualising Performing Singing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Timbre Tempo 	Jack and the Beanstalk <u>Skills</u> <ul style="list-style-type: none"> Notating Performing Composing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Dynamics Structure 	Folk Music <u>Skills</u> <ul style="list-style-type: none"> Singing Performing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Tempo Pitch Structure Duration
Vocabulary	<ul style="list-style-type: none"> timbre tempo percussion pulse rhythm instrument sound fast slow 	<ul style="list-style-type: none"> perform/ers performance singer/s high/er low/er pitch loud/er quiet/er dynamics 	<ul style="list-style-type: none"> claves timbre guiro hand drum maraca symbol shake scrape strike 	<ul style="list-style-type: none"> similar/ different pulse rhythm feeling story/ character unison body percussion leader 	<ul style="list-style-type: none"> pitch high/ er low/er compose improvise melody note symbol graphic notation crescendo 	<ul style="list-style-type: none"> duration long/ short tune traditional folk verse chorus purpose lute recorder renaissance



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2	<p>The Victorians</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Singing • Composing • Notating <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Pitch • Dynamics 	<p>Trains</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Composing • Notating <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Tempo • Dynamics • Texture 	<p>Explorers</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Composing • Notating <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Tempo • Dynamics • Texture 	<p>Oceans</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Singing • Performing <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Pitch • Duration • Timbre 	<p>Tin Whistle</p> <p>Stone Age</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Performing • Notating • Contextualising <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Duration • Silence • Tempo 	<p>Tin Whistle</p> <p>Animals</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Composing • Singing • Performing • Notating <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Pitch • Silence • Tempo • Duration
Vocabulary	<ul style="list-style-type: none"> • high/er • low/er • loud/er • quiet/er • pitch • dynamics • soundscape • compose • graphic notation • rhythm 	<ul style="list-style-type: none"> • fast/er • slow/er • texture • thick • thin • accelerando • rallentando • crescendo • diminuendo • rhythm • pulse 	<ul style="list-style-type: none"> • accelerando • crescendo • dynamics • tempo • rhythm • pulse • texture • layers • forte • piano 	<ul style="list-style-type: none"> • compare • similar/ different • character • mood • feeling • conductor • soundscape • pattern • shape 	<ul style="list-style-type: none"> • question and answer • stave • note • notation • long/ short • crotchet • minim • rest • rhythm • pulse 	<ul style="list-style-type: none"> • compose • improvise • tune • melody • duration • pitch • higher/ lower



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<p>The recorder</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Performing Contextualising <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Tempo Duration 	<p>Instrument Families</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Performing <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Timbre Tempo Duration 	<p>Musical stories</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Performing Singing <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Pitch Silence Tempo Duration 	<p>The Phoenix of Persia</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Contextualising Composing <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Timbre Texture Structure 	<p>Ancient Greece</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Performing Singing Composing Notating <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Pitch Dynamics Tempo 	<p>African Drumming</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Performing Composing <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Tempo Duration Texture
Vocabulary	<ul style="list-style-type: none"> instrument woodwind pulse rhythm window labium tone holes mouthpiece tonguing head joint foot joint middle joining double tone holes long/er short/er beat duration tempo fast/er slow/er diaphragm 	<ul style="list-style-type: none"> woodwind brass percussion keys strings violin cello bowed blown struck flute clarinet oboe bassoon trumpet french horn Orchestra Timpani xylophone trombone Cymbals tuba 	<ul style="list-style-type: none"> crotchet minim semibreve rest quaver stave time signature treble clef beat bar note musical alphabet: CDEFGAB high/er low/er dotted minim metre fingering unison 	<ul style="list-style-type: none"> nei santur ganun tanbur daff plucked blown struck percussion woodwind strings reed skin time signature metre rhythm mode mahur chahargah 	<ul style="list-style-type: none"> drama act/ acting/ actor performance expression tragedy comedy 	<ul style="list-style-type: none"> rhythm pulse djembe call and response melody beat pattern time signature tradition echo



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	Clarinet and Saxophone Lessons <u>Skills</u> <ul style="list-style-type: none"> Listening Performing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch 	Clarinet and Saxophone Lessons <u>Skills</u> <ul style="list-style-type: none"> Listening Performing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Tempo Duration 	Clarinet and Saxophone Lessons <u>Skills</u> <ul style="list-style-type: none"> Listening Performing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Tempo Duration Silence 	Clarinet and Saxophone Lessons <u>Skills</u> <ul style="list-style-type: none"> Listening Performing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Tempo Duration Silence Structure 	North Indian Classical Music <u>Skills</u> <ul style="list-style-type: none"> Singing Composing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Dynamics Timbre Texture 	Soundscapes <u>Skills</u> <ul style="list-style-type: none"> Singing Composing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Dynamics Timbre Texture
Vocabulary	<ul style="list-style-type: none"> woodwind clarinet saxophone reed crook mouthpiece main body ligature bell barrel tone holes keys high/er low/er crotchet minim metre case instrument upper joint lower joint embouchure diaphragm 	<ul style="list-style-type: none"> semibreve time signature dotted minim dotted crotchet quaver fingering musical alphabet:CDEF GAB rest rhythm pulse long/er short/er beat fast/er slow/er 	<ul style="list-style-type: none"> call and response stave bar rest improvise melody rhythm solo unison staff notation 	<ul style="list-style-type: none"> audience communicate accompaniment melody pulse rhythm time signature metre rests rehearse practise programme performance engage unison 	<ul style="list-style-type: none"> rag tal tukda graphic score tabla compositions notation bhātkhande tin tal time cycle chakkardār tukra teen tāl Scale rhythm pitch pulse 	<ul style="list-style-type: none"> composition notation melody harmony texture structure major minor chords scales ostinato walking bass



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	Spells <u>Skills</u> <ul style="list-style-type: none"> Composing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Duration Pitch 	The Planets <u>Skills</u> <ul style="list-style-type: none"> Composing Listening Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Texture Dynamics Tempo Timbre 	Ensembles <u>Skills</u> <ul style="list-style-type: none"> Singing Listening Performing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Texture Structure Timbre 	Rivers <u>Skills</u> <ul style="list-style-type: none"> Listening Improvising Performing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Dynamics Texture Structure 	Camp Fire Songs <u>Skills</u> <ul style="list-style-type: none"> Singing Contextualising Performing <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Tempo Structure 	Exploring Harmony <u>Skills</u> <ul style="list-style-type: none"> Singing Composing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Texture Pitch
Vocabulary	<ul style="list-style-type: none"> stave treble clef notes time signature metre crotchet rhythm minim dotted minim semibreve quaver rest duration pitch composition melody drone staff notation graphic notation 	<ul style="list-style-type: none"> suite thick/ thin texture timbre smooth/ scratchy layers forte/ fortissimo piano/ pianissimo dynamics crescendo diminuendo brass woodwind percussion strings mezzo forte mezzo piano 	<ul style="list-style-type: none"> symphony rondo allegro minuet orchestra woodwind strings percussion brass ensemble rock band a capella gospel choir folk genre style vocal instrumental solo chorus 	<ul style="list-style-type: none"> pulse time signature melody layers theme mood groove shape ternary phrase chord interval key genre jazz riff ostinato harmony triads 	<ul style="list-style-type: none"> harmony round genre 	<ul style="list-style-type: none"> harmony chord triad major minor graphic notation staff notation loop ostinato interval



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6	Songs for Remembrance <u>Skills</u> <ul style="list-style-type: none"> Performing Listening Singing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Texture Structure 	Group Performance <u>Skills</u> <ul style="list-style-type: none"> Performing Listening Singing Contextualising <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Dynamics Tempo Duration 	Keyboard <u>Skills</u> <ul style="list-style-type: none"> Composing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Tempo Duration 	Rivers <u>Skills</u> <ul style="list-style-type: none"> Listening Composing Notating <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Pitch Dynamics Texture Structure 	Musicals <u>Skills</u> <ul style="list-style-type: none"> Singing Performing Listening <u>Inter-related dimensions of music</u> <ul style="list-style-type: none"> Tempo Pitch Dynamics Texture Structure 	
Vocabulary	<ul style="list-style-type: none"> style features genre structure texture layers section relevance meaning impact message hope comfort compare verse bridge chorus unison solo melody accompaniment instrumental 	<ul style="list-style-type: none"> performance phrasing parts posture leader diction control expression mezzo forte/ forte/ fortissimo mezzo piano/ piano/ pianissimo crescendo/ diminuendo rallentando audience purpose engaging conductor programme 	<ul style="list-style-type: none"> scale key signature chord harmony intervals pentatonic scale major minor keys improvisation stave treble clef notes time signature metre crotchet rhythm minim dotted minim semibreve quaver rest duration pitch staff notation graphic notation flats sharps semitones 	<ul style="list-style-type: none"> pulse time signature melody layers theme mood groove shape ternary phrase chord interval key ostinato harmony triads scale section pentatonic scale chord progression 	<ul style="list-style-type: none"> musical projection solo unison harmony phrasing diction 	



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