

Music At Willow Brook 2022 - 2025

Music is a hugely important part of most people's lives. However we meet and interact with music, it has the capacity to move, inspire, sooth and energise us. We work hard to ensure that our pupils learn to love music and realise that the subject stands alongside core subjects to provide a gateway to career opportunities and other fulfilling prospects. Music can impact positively on self-esteem and wellbeing. It has the potential to build confidence through performance, develop discipline and co-operation, as well as appreciating the aesthetics and joys involved.

Music at Willow Brook is delivered through a range of tried and tested resources and utilising the skills of staff with musical experience. Singing has always been at the heart of our school and we pride ourselves on being a community renowned for quality performances and confident young singers. In creating our scheme of work we aim to deliver the model music curriculum in a genuinely achievable and meaningful way. Whether this leads to personal or professional outcomes, the knowledge and experience we share and the opportunities we provide should be broad, rich and full of joy!

Reception/Year 1

	Autumn	Spring	Summer
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Find the rhythm in nursery rhymes to support the topic of traditional tales. Performance – Christmas nativity	A selection of songs to support topics on EYFS' Superheroes and Year 1's study of the British Isles, Cities, Seasons and Weather: Key Stage 1 Music: Thunder Jam - BBC Teach	Listen and perform – Andy's Animal Raps: https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-index/z6tjcqt
<ul style="list-style-type: none"> play tuned and untuned instruments musically 	Using percussion instruments to accompany the story telling of traditional tales.	Disco beat with Nile Rogers Percussion with Evelyn Glennie	Have the opportunity to sing collaboratively and take up individual musical tuition.
<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	Participate and perform in live carol concerts. Learn and perform a repertoire of songs from Young Voices and Out of the Ark to fit curriculum themes and promote progress and enjoyment	Vivaldi introduces his interpretation of the seasons Respond to a musical theatre performance with the Nottingham Playhouse company. Sing Up resources to support singing collaboration.	Year 1 resources to experiment with music making in a short series that focuses on instruments: how they work and the sounds they make. Each programme in the series highlights a group of instruments, starting with percussion.
<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music 	Accompany songs and different musical genres with percussion to keep a beat, understand tempo, follow a conductor and create dynamics.	This is Me! Using body percussion with RnB's Omar Key Stage 1 Music: Thunder Jam with Omar this is me - BBC Teach	https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-index/zkqphbk?scrllybrkr=f4a440a1

Years 2 to 6 Collaborative Learning 2022-2023

	Autumn	Spring	Summer
play and perform in solo and ensemble contexts, using their voices and playing with increasing accuracy, fluency, control and expression	Autumn term musical: Production of Porridge – songs to bring alive the Fairy Tale theme. Understanding the purpose of rehearsal to perform collectively with accuracy and control.	Songs to support the school’s focus on geography - enhancing knowledge, increasing awareness of environmental issues and collectively expressing emotion, passion and protest through music. Understanding the power of music to promote wellbeing.	Songs to support the school’s focus on science and technology – a range of material from Sing Up and Sparkyard to enhance knowledge. Increasing cultural capital by learning, recording and publishing traditional music and anthems.
listen with attention to detail and recall sounds with increasing aural memory - together	Pitch, pace and lyric – understanding how	The Music of Hans Zimmer – Earth (BBC Ten Pieces) https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3?scrlybrkr Rounds – understanding how chords and keys enable singing in parts to sound harmonious.	Major and minor songs and how the sound can affect the mood of a song or composition.
in class	See below for individual year group content		
use and understand staff and other musical notations	Warm up song notation introduces notes and ‘beats per minute’ thus understanding tempo using a metronome and exploring the vocabulary and notation musicians use to express time.	Using on screen notation to understand pitch – high notes, low notes. Looking at treble and bass clefs Understanding rests and tied notes to know when to sing. Counting the beats in a bar using crotchets and quavers	Using on screen music to understand how a composer communicates mood (vocabulary for tempo, key, speed of notes etc.) Counting the beats in a bar adding minims and rests to collectively perform body percussion. Connect Anna Meredith https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3?scrlybrkr
develop an understanding of the history of music.	Assembly based learning: Classical composers: Vaughan Williams - Lark Ascending (connect to Remembrance Day) (BBC Ten Pieces link)	Assembly based learning: Classical composers: Edward Elgar – Patriotic music (Connect to Coronation celebrations) Edvard Grieg – In the Hall of the Mountain King	Assembly based learning: Classical composers: Holst – Planet Suite (Connect to science curriculum)

	<p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3?scrybrkr</p> <p>Edward Elgar – Nimrod Beatles – Hey Jude, Penny Lane Christmas Carols – Handel’s Messiah</p>	<p>(Connect to Exciting Writing task) https://www.bbc.co.uk/programmes/p020ylmx?scrybrkr https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3?scrybrkr</p> <p>(Connect and watch BBC 10 Pieces resource) Aretha Franklin – Respect and Ac-Cent-Chu-Ate the positive (Connect to PSHE/wellbeing focus) Traditional Folk music from the British Isles (Connect to Young Voices selection)</p>	<p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3?scrybrkr (BBC Ten Pieces) John Williams – Jurassic Park, Star Wars and film (Connect to The Dig, whole-school topic) Sheku Kanneh Mason – Bach - local cellist who played at... Last Night of the Proms celebration 1812 overture, Sea Shanties and key soloists</p>
<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers & musicians</p>	<p>Carols and Composers Children are introduced to traditional Christmas music and well-known carols</p>		
<p>Additional experiences</p>	<ul style="list-style-type: none"> • Autumn term performances enable children to collaborate, rehearse and perform to a high level. • Atmospheric Christmas carol concerts and outdoor performances with the Salvation Army add quality cultural experiences for all pupils. • Pupils from Years 3 to 6 rehearse for and participate in the Young Voices concert at the Birmingham Arena. • Peripatetic teachers add woodwind, keyboard, drum and guitar lessons to the pupils’ experience. • The Summer music concert enables all children to sing, play and feel proud of their musical talents. They collaborate in ensembles (ukulele, guitar and woodwind, for example) to support each other and enjoy the experience of playing together. • Willow Brook has a strong choir. Our performances in the community as well as in school provide a quality experience to motivate children to grow in confidence as well as working in collaboration and with creativity. 		

Collaborative Learning Content – Key Objectives Supported in the Classroom

	Year 2	Year 3	Year 4	Year 5	Year 6
Music to listen to and appreciate	Key musicians, traditions and styles are selected from the curriculum appendix to support a varied and apt repertoire. As well as linking to and supporting cross curricular topics and key events in the school year, music and composers are chosen regularly to feature in school assemblies. This enables children to connect different aspects of their learning, build a comprehensive general knowledge and feel inspired to explore individual tastes and build on experience.				
Composing	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or rocket launch) Use percussion and simple ways of capturing notation and reading sounds. Use technology to record creations.	Improvise sound using tuned and untuned instruments. Use three notes to play simple compositions.	Sing, play and compose using 5 notes Experience major and minor chords Capture, create and record music using staff notation, graphic symbols, or technology.	Understand simple notation: semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Notate and play a piece of music using a pentatonic scale.
Perform	Tap or clap a tempo Walk, move or dance to a beat Copy a rhythm Sing short phrases Create and read 3 dot notations	Play and perform simple melodies following notation on a stave. Use three dot notations on a musical stave to represent C, D, E. Use tuned instruments to play short pieces of music 2023: Children in Year 3 benefit from a term with the Nottinghamshire Music Hub. This year they will learn to play ‘toots’ in a class lesson.	Follow and perform simple rhythmic scores in group or whole class performances using 5 notes of different values arranged into bars	Capture and record creative ideas using any of: <ul style="list-style-type: none"> • graphic symbols • rhythm notation and time signatures • staff notation • technology 	Perform and record compositions using an app or software. Play a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, quiet etc Accompany a melody using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
Vocabulary	Pulse, beat, rhythm, pitch	Crotchets, quavers, stave and clef	Minim, crotchet, rests, paired quavers Legato and staccato	Language to capture dynamics (fortissimo, pianissimo etc) semibreves, minims, crotchets and crotchet, paired quavers and semiquavers and their associated rests. Bar, phrase, note names	

