

Shipbourne School: Music Curriculum Outline

Aim

Music is everywhere, and for everyone. The aim of this curriculum is to provide students with a broad knowledge of **Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the World**, as per the Model Music Curriculum (MMC – March 2021). The curriculum is designed to improve musical understanding and musicianship through the following key skills: **Singing, Listening, Composing, and Performing**.

Topic Map

Each term, the area of focus will be the same across all year groups. Individual pieces studied within the units of work could vary across the Key Stages.

For each Area of Study, a list of pieces or topics is given. A new topic/piece within each Area of Study will be selected from the lists (or alternated) each year. The aim is that by the end of year 6, students will have accumulated a wide-ranging knowledge of music in different contexts, cultures and musical traditions, as per the Model Music Curriculum.

Term 1 Music in its Cultural Context	Term 2 Western Classical Music (Christmas)	Term 3 Popular Music
Black History Month (2021/22) Harvest (2022/23)	The Nutcracker (2021/22) Classical Carols	Repertoire TBC (to include a range of styles – jazz, Rock, Popo, Disco, Funk, and current hits)

Term 4 Musical Traditions Around the World	Term 5 Western Classical Music	Term 6 Music for Media (Film/TV/Advertising)
Samba (Brazil) - 2021/22 Gamelan (Indonesia) Calypso (Caribbean) English Folk Songs	Vivaldi's Four Seasons (2021/22) Beethoven's 5 th Symphony (1 st movement) In the Hall of the Mountain King form Peer Gynt	Theme Tunes, Sound Tracks and Jingles

Lesson Elements:

Each lesson will contain:	Every unit will contain:
<p>Singing:</p> <ul style="list-style-type: none">- Song choices are informed by, or selected from the Model Music Curriculum- Songs have an obvious link with the Focus Area, or demonstrate new musical skills and knowledge (e.g. call and response) <p>Active listening:</p> <ul style="list-style-type: none">- Each listening activity will have a specific focus- Listening exercises provide an excellent opportunity for developing music vocabulary	<p>Compositional element:</p> <ul style="list-style-type: none">- Compositions will be based on the Focus Area, and should demonstrate developing musical skills as taught in the unit of work.- There should be opportunity for a range of composition approaches: graphic/theoretical (using symbols, notation, etc), practical (composing on an instrument), and technological (using appropriate software)- Composition work will happen in peer groups and individually- There should be opportunity for constructive peer feedback <p>Performance opportunities:</p> <ul style="list-style-type: none">- Every student should be offered the opportunity to perform- Performing will mostly be in peer groups- There should be opportunity for constructive peer feedback