

The Halifax Academy

# Music

**“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”**

*Plato*

Our music provision has been carefully designed to offer everything the National Curriculum asks of it. Meanwhile, it also helps with pupils' personal development, world-awareness and overall wellbeing, by supporting our unique school ethos based on the three key themes of **Heart, Mind, Connect**.

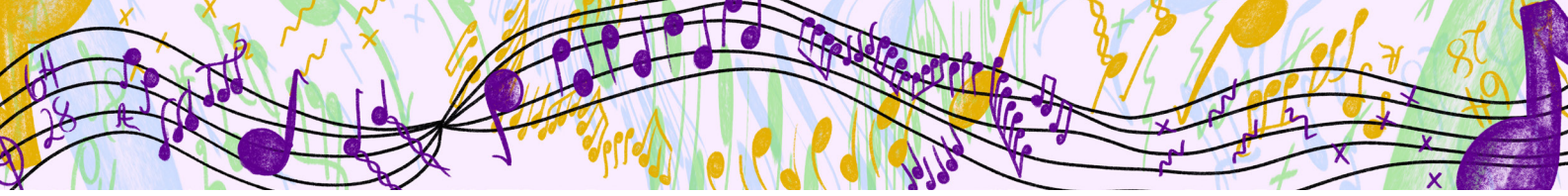
We start with the premise that having a positive instrumental experience lies at the heart of learning to love music. With this in mind, right from Reception to Year 9, we take a very practical and hands-on approach to the subject, instilling in our pupils a real sense of the joys and benefits music brings, and encouraging them to explore, make and enjoy music in as many forms as possible. This approach centres around our belief that music can play an integral part in our pupils' lives, not just as an academic subject to be discovered and learned about, but as a universal form of art and communication: one that can help pupils develop, thrive and connect on many different levels.

We take a layered approach to learning, covering singing, listening and composing throughout the years, but with the addition of performing from Year 3 onwards. Depth and detail are gradually built up as pupils progress through the school. From naming instruments and chanting nursery rhymes in Reception class, to composing melodies in Year 6 or exploring the history of digital remixing in Year 8 – our curriculum encompasses every different aspect of music making, playing and history. Not only that, we take a global view of the subject, exposing pupils to the cultural contexts of all the different genres, and using them to encourage discussion around the social and political issues which inspired them. These discussions support our ambition to raise social awareness among our pupils.

We use music as a way of developing our pupils' collaborative, creative and communication skills, and we help build their self-confidence through performance and risk-taking. Pupils are also encouraged to develop their perseverance and resilience through practising and performing music. Meanwhile, our equal focus on both traditional and experimental music helps to challenge assumptions and raise interesting questions around culture, convention and the artistic canon.

Inclusion is assured by our commitment to providing lessons and instruments for every pupil in our school, making opportunities available to those who wouldn't normally be able to access them. The high value we place on singing – and the teaching of it – is another way in which we help make life-long participation in music as easy, affordable and accessible as possible. We also support the Dalcroze approach to music teaching, and firmly believe that participation needn't be about learning formal theory and conventional forms. In this respect, we tailor our teaching to make sure every pupil gets the chance to find a musical style they connect with, or to create a new one of their own!

The possibility of a career in music is always encouraged throughout school, and we expose pupils to – and educate them about – the many varied job roles it encompasses. As part of our efforts to expose pupils to the wider world of music and the wonderful opportunities it offers, we've also fostered links with Opera North, Disney's stage production of *The Lion King* and Jumbuck Film & TV, as well as a wide range of independent recording and performance professionals across the UK. We offer a broad and exciting range of extra-curricular musical activities within school too, giving pupils the chance to develop and explore their newfound skills with the guidance and support of a professional.

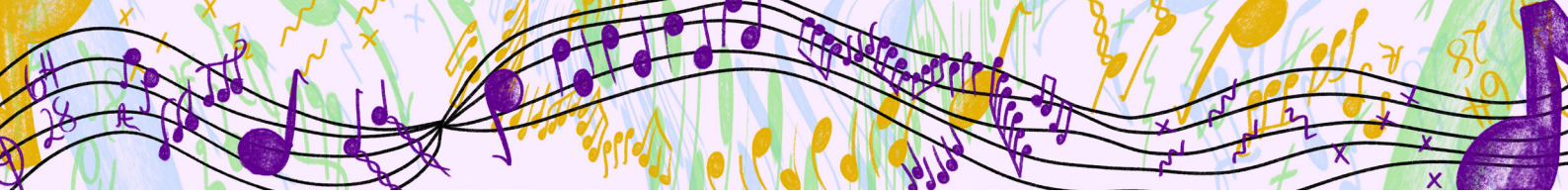


## Curriculum Overview - Music

### Phase 1

#### EYFS Statutory Framework 2021 - Expressive Arts and Design NC - Music

	Term 1	Term 2	Term 3
Performing	<p>Begin to sing whole Nursery rhymes and familiar songs; express ideas, thoughts and feelings through music.</p> <p>Sing in a group matching pitch and following the melody.</p> <p>Sing call and response songs matching the pitch.</p> <p>Begin to experiment with musical instruments</p>	<p>Play instruments with increasing control.</p> <p>Improvise a song around one that they know.</p> <p>Sing call and response songs matching the pitch and following the melody</p>	<p>Play instruments with control, explore and engage in music making and dance, keeping a steady beat performing solo or in groups, singing in a group or on own Sing call and response songs matching the pitch and following the melody</p>
Creating	<p>Express ideas, thoughts and feelings through music; capture experiences with a range of music; experiment with rhythm</p>		

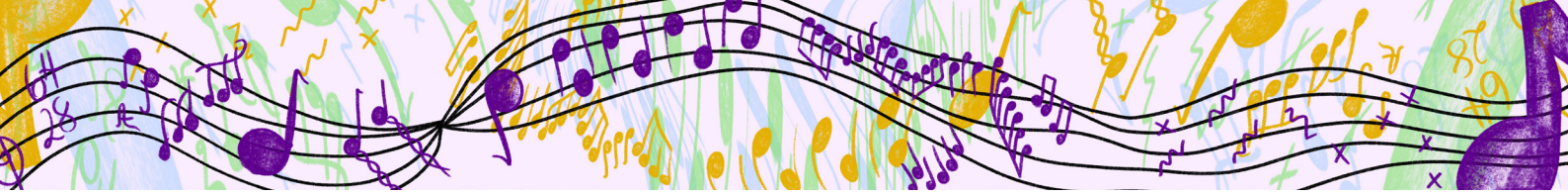


Curriculum Overview - Music



Phase 1

Year 1	Term 1	Term 2	Term 3
<p><b>Singing</b> - Sing simple songs, chants and rhymes from memory. Sing call and response songs</p> <p><b>Listening</b> - Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school. Perform as a choir in school assemblies.</p> <p><b>Composing</b> - Improvise simple vocal chants. Create musical sound effects and short sequences of sounds. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns. Recognise how graphic notation can represent sound.</p>			
<p><b>Skills Introduced</b></p>	<p><b>Unit 1: Seasons &amp; Elements</b> Creating musical sound effects Call and response songs Creating rhythm patterns</p> <p><b>Unit 2: Nativity</b> Performing to an audience Learning songs from memory</p>	<p><b>Unit 3: Rhythmics</b> Showing changes in movement to different note values.</p> <p>Recalling rhythmic details from a musical story</p> <p><b>Unit 4: Musical Conversation</b> Creating pitch patterns Use graphic notation</p>	<p><b>Unit 5: Colonel Hathi</b> Performing a variety of ostinato in an ensemble Improvising vocal chants</p> <p><b>Unit 6: Dawn Movement</b> Improvising thoughtful movement in response to musical stimuli Recalling a movement sequence</p>
<p><b>Skills Revisited</b></p>	<p>Basic singing technique – posture, breathing Starting/stopping</p>	<p>Call and Response singing and playing</p>	<p>Creating a musical sound effect</p>
<p><b>Knowledge Introduced</b></p>	<p><b>Unit 1:</b> Duration and rhythm patterns Dynamics</p> <p><b>Unit 2:</b></p>	<p><b>Unit 3:</b> Rests, Ostinato</p> <p><b>Unit 4:</b> Phrasing</p>	<p><b>Unit 5:</b> Timbre, texture, rhythm notation</p> <p><b>Unit 6:</b> Orchestral music, names of instruments</p>
<p><b>Knowledge Revisited</b></p>	<p>Percussion Instrument names</p>	<p>Duration and rhythm patterns</p>	<p>Ostinato</p>



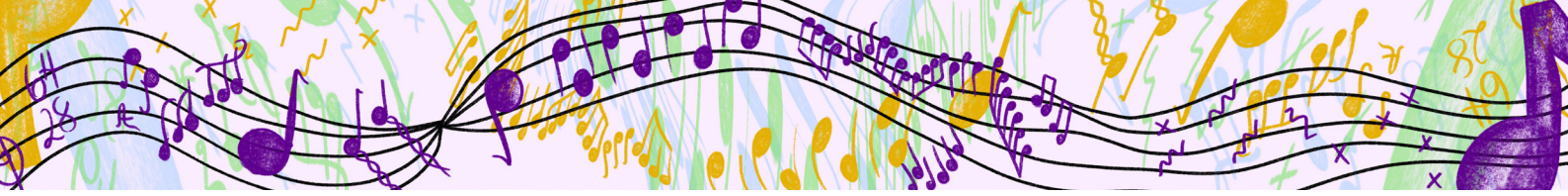
## Curriculum Overview - Music

### Phase 2

Year 2	Term 1	Term 2	Term 3
<p><b>Singing</b> - Sing songs regularly with a pitch range of do-so with increasing vocal control. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to directions and visual symbols. Perform as a choir in school assemblies.</p> <p><b>Listening</b> - Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school.</p> <p><b>Composing</b> - Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.</p>			
<b>Skills Introduced</b>	<p><b>Unit 1: Egypt</b> Singing songs with increased pitch range Accompanying rhythms</p> <p><b>Unit 2: Fairy tales</b> Creating music to non-musical stimulus Choosing instruments for sound quality</p>	<p><b>Unit 3: Carnival of the Animals</b> Singing songs with vocal accompaniment</p> <p><b>Unit 4: Bamboo Tamboo</b> Large ensemble skills More advanced instrumental technique</p>	<p><b>Unit 5: Flora &amp; Fauna</b> Using technology to capture and change sounds</p> <p><b>Unit 6: Belonging Song writing</b> Introduction to lyric writing Improvise question and answer phrases</p>
<b>Skills Revisited</b>	Vocal control and technique Instrumental technique	Starting/stopping Intentional movement response to music Creating music to non-musical stimulus	Improvising vocal chants Performing to an audience Singing songs with increased pitch range
<b>Knowledge Introduced</b>	<p><b>Unit 1:</b> Ancient music traditions</p> <p><b>Unit 2:</b> Elements of music – including tempo</p>	<p><b>Unit 3:</b> Identifying instrumental choices</p> <p><b>Unit 4:</b> Syncopation</p>	<p><b>Unit 5:</b> Using graphic notation to record ideas</p> <p><b>Unit 6:</b> Structure</p>
<b>Knowledge Revisited</b>	Rhythm and duration, ostinato Instruments of orchestra	Instruments of orchestra Rhythm notation Tempo, dynamics	

Year 3	Term 1	Term 2	Term 3
<p><b>Singing</b> - Sing a range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies.</p> <p><b>Listening</b> - Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school.</p> <p><b>Composing</b> - Become more skilled in improvising inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Combine known rhythmic notation with letter names to create rising and falling phrases using do, re and mi. Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p><b>Performing</b> – Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range. Individually copy stepwise melodic phrases with accuracy at different speeds.</p>			





## Curriculum Overview - Music



### Phase 2

Year 3	Term 1	Term 2	Term 3
<b>Skills Introduced</b>	<p><b>Unit 1: Orchestral Storytelling</b> Stretching composing skills – working in smaller more independent groups</p> <p><b>Unit 2: Fantasy Football</b> Singing with clear articulation and diction Composing with a variety of rhythms Structuring musical ideas</p>	<p><b>Unit 3: Rhythmics</b> Moving more accurately to music. Playing and stepping alternate rhythms Rhythmic ball skills</p> <p><b>Unit 4: Siba Djembe</b> Drumming technique Performing forte and piano – vocal and instrumental</p>	<p><b>Unit 5: Recorder</b> Playing melodic instrument Instrument specific playing skills (blowing, fingering) Reading notation Composing short melodic phrases Copying melodic phrases</p> <p><b>Unit 6: Improvisation Project</b> On the spot improvising Composing song accompaniments with drones.</p>
<b>Skills Revisited</b>	Performing actions and in time to songs Composing a soundscape/story.	Rhythmic movement Pulse awareness Ostinato Call and response	Recalling melodies
<b>Knowledge Introduced</b>	<p><b>Unit 1:</b> Programme and film music Some history and the variety of Western classical music.</p> <p><b>Unit 2:</b> Form (verse, chorus, rondo), Pitch (note names)</p>	<p><b>Unit 3:</b> Canon</p> <p><b>Unit 4:</b> African music; background, history, relevance</p>	<p><b>Unit 5:</b> Staff notation Bars, time signatures</p> <p><b>Unit 6:</b> Folk music</p>
<b>Knowledge Revisited</b>	Instruments of the orchestra Elements of music	Ostinato Rhythm notation	Rhythm notation
Year 4	Term 1	Term 2	Term 3

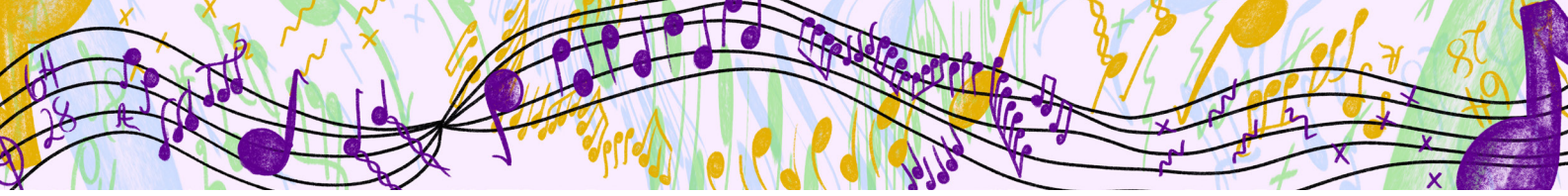
**Singing** – Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter. Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps.

**Listening** – Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school.

**Composing** – Improvise on a limited range of pitches on a melodic instrument with changing articulation. Create short pentatonic phrases - sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Composing music to create a specific mood. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, technology.

**Performing** – Play and perform melodies following staff notation using a small range as a whole-class or in small groups. Perform in two parts (e.g. melody and accompaniment from simple notation).

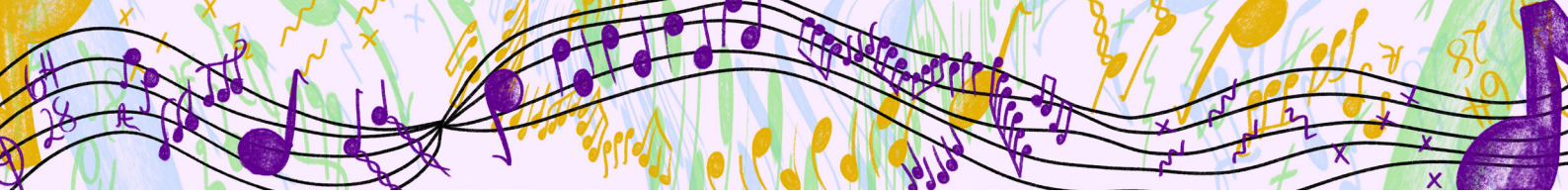
<b>Skills Introduced</b>	<p><b>Unit 1: The Tudors</b> Recalling movement sequences in dance Composing dance music Singing rounds</p> <p><b>Unit 2: The Orchestra</b> Performing in two parts</p>	<p><b>Unit 3: Ukulele</b> Instrument specific playing skills (strumming, plucking chords) Improvise on a limited range of pitches Singing songs in range of an octave.</p>	<p><b>Unit 4: Composition</b> Create short pentatonic phrases Create rhythm sequences in phrases Composing mood music</p> <p><b>Unit 5: Rhythmics</b> Sing with expressive dynamics Extended rhythmic skills Conducting Dictation</p>
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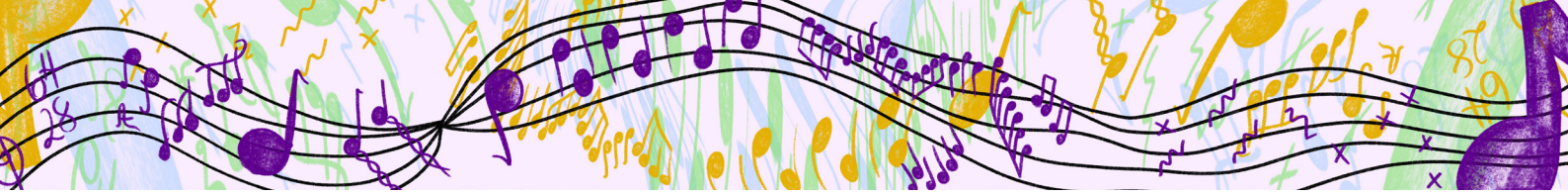
Year 4	Term 1	Term 2	Term 3
<b>Skills Revisited</b>	Improvising over drones Moving in time to music	Singing technique Reading music on the staff Performing in two parts	Improvising vocal chants Performing to an audience Singing songs with increased pitch range
<b>Knowledge Introduced</b>	<b>Unit 1:</b> Tudor Music – instruments, songs and dance music  <b>Unit 2:</b> Extended knowledge of Western classical music.	<b>Unit 3:</b> Anatomy of ukulele History of ukulele Use of ukulele in pop music	<b>Unit 4:</b> Scale systems - tonality  <b>Unit 5:</b> Compound and simple time Dotted rhythms
<b>Knowledge Revisited</b>	Dronal accompaniment Elements of music Ostinato Instruments of orchestra	Rhythm and pitch notation Song structure	Time signatures Elements of music



## Curriculum Overview - Music

### Phase 3

Year 5	Term 1	Term 2	Term 3
<p><b>Singing</b> – Sing a broad range of songs with a sense of ensemble and performance. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.</p> <p><b>Listening</b> – Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school.</p> <p><b>Composing</b> – Develop sense of shape and character, using tuned percussion and melodic instruments when improvising. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p><b>Performing</b> – Play melodies on tuned percussion or melodic instruments, following staff notation written on one staff. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>			
<b>Skills Introduced</b>	<p><b>Unit 1: Rhythmics</b> Extended rhythmics techniques Moving/playing in canon Vocal improvisation</p> <p><b>Unit 2: The Orchestra</b> Composing/improvising in small groups/pairs.</p>	<p><b>Unit 3: Recorder</b> Playing by ear Reading more complex melodies on staff notation</p> <p><b>Unit 4: Samba</b> Instrument specific playing skills Performing polyrhythms</p>	<p><b>Unit 5: Summer Musical</b> Stage craft Singing three-part rounds</p> <p><b>Unit 6: The Journey</b> Using extended playing techniques Creating chords on the piano</p>
<b>Skills Revisited</b>	Rhythmic movement Dictation	Ensemble skills Reading music	Singing in solfa Performing to an audience
<b>Knowledge Introduced</b>	<p><b>Unit 1:</b> Phrasing</p> <p><b>Unit 2:</b> Extended knowledge of Western classical music.</p>	<p><b>Unit 3:</b> Extended pitch notation skills</p> <p><b>Unit 4:</b> Latin American music</p>	<p><b>Unit 5:</b> Musical theatre</p> <p><b>Unit 6:</b> Tonality Ternary form</p>
<b>Knowledge Revisited</b>	Instruments of orchestra Elements of music Time signatures	Syncopation Time signatures	Elements of music
Year 6	Term 1	Term 2	Term 3
<p><b>Singing</b> – Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three-part rounds and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p><b>Listening</b> – Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Experience live music in and out of school.</p> <p><b>Composing</b> – Create music with multiple sections that include repetition and contrast. Plan and compose a melodic phrase using the pentatonic scale incorporating rhythmic variety and interest. Play this melody on available tuned instruments. Notate this melody. Enhance melodies with rhythmic or chordal accompaniment.</p> <p><b>Performing</b> – Play a melody following staff notation written on one staff and using notes within an octave range, make decisions about dynamic range. Accompany melodies using chords on ukulele or tuned percussion. Engage with others through ensemble playing, with pupils taking on melody or accompaniment roles.</p>			



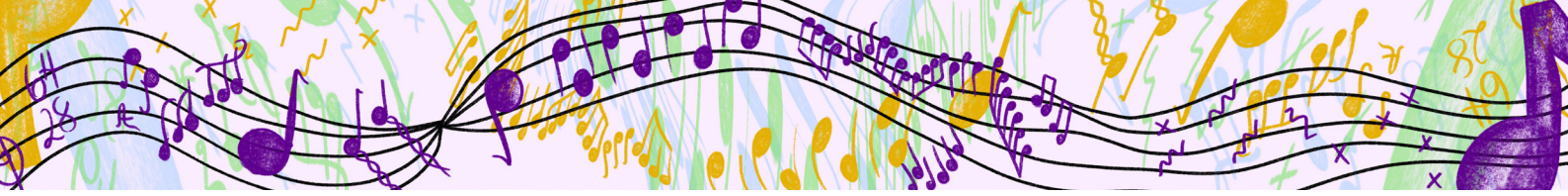
## Curriculum Overview - Music



### Phase 3

Year 6	Term 1	Term 2	Term 3
<b>Skills Introduced</b>	<b>Unit 1: Beatles/Blackbird</b> Playing in multi instrument ensemble Creating and performing accompaniments Singing in full solfa  <b>Unit 2: The Orchestra</b> Extended vocal techniques/ Bruitage	<b>Unit 3: Djembe</b> Playing and reading complex syncopated rhythms  <b>Unit 4: Rhythmics</b> Extended rhythmics skills Movement improvisation Conducting in more time signatures	<b>Unit 5: Summer Musical</b> Solo singing Singing in multi parts  <b>Unit 6: Ukulele</b> Chords in different keys More complex strumming patterns
<b>Skills Revisited</b>	Creating graphic scores Lyric writing	Creating graphic scores Lyric writing	Stage craft Singing in solfa
<b>Knowledge Introduced</b>	<b>Unit 1:</b> Pop and rock music 1950s onward <b>Unit 2:</b> Contemporary music and playing/singing techniques	<b>Unit 3:</b> African music and dance <b>Unit 4:</b> Compound time signatures Phrasing	<b>Unit 5:</b> History of musical theatre <b>Unit 6:</b>
<b>Knowledge Revisited</b>	Reading graphic scores Song structure	Time signatures Phrasing Canon	History of ukulele and cultural context. Use in modern pop music.
Year 7	Term 1	Term 2	Term 3
<p><b>Performance</b> - Broaden skills at sight-reading, transposition, composing and improvisation.</p> <p><b>Composition</b> - Develop understanding of composition through a combination of improvising, chord sequences and melodies.</p> <p><b>Listening</b> - Develop the technical ability to identify the use of musical elements and develop understanding of the meaning and purpose of music being listened to</p>			
<b>Skills Introduced (performing, creating)</b>	<b>Unit 1: Samba - percussive music and rhythm</b> Polyrhythms, hand signals, articulation, syncopation, ostinatos	<b>Unit 2: Introduction to music production</b> DAW- based composition, Sampling, editing, mixing, arranging	<b>Unit 3: Ukulele/guitar ensemble techniques</b> Large and small group ensemble awareness, performance, guitar technique, performance skills
<b>Skills Revisited</b>	Reading notated rhythms, improvising, Large ensemble awareness, call and response, unison, dynamics, pulse, improvisation,	Composition, musical structure/form, Dynamics, tempo, key, Time signatures, pitch, genre,	Ostinato/riff, Tab notation, Staff notation, chords/triads, musical structure, dynamics, tempo, key, pitch, genre,
<b>Knowledge Introduced</b>	Polyrhythmic composition, structure, cultural background	Sampling, music technology, history of music technology,	History of the Guitar, transferable string skills, pentatonic scale, guitar improvisation, reading lead sheets, Guitar technique/posture,
<b>Knowledge Revisited</b>	South American culture & music, dynamics, posture, technique, Samba instrumentation, samba rudiments, pitch	Step/leap, Instruments of the orchestra, Elements of music	Spanish/south American music & culture, chords/triads. Reading notated rhythms





## Phase 4

Year 8	Term 1	Term 2	Term 3
<p><b>Performance</b> - Broaden skills at sight-reading, transposition, composing and improvisation.</p> <p><b>Composition</b> - Develop understanding of composition through a combination of improvising, chord sequences and melodies.</p> <p><b>Listening</b> – Further develop the technical ability to identify the use of musical elements. Understand the meaning of and identify elements and their use in music. Develop understanding of the meaning and purpose of music being listened to and think about the impact this has on the listener.</p>			
<b>Skills Introduced (performing, creating)</b>	<p><b>Unit 1: Djembe (African drumming and Highlife)</b> African Polyrythms, mixed ensemble skills, Junk percussion, semiquavers, syncopated African rhythms, triplets</p>	<p><b>Unit 2: Remixing</b> Editing, sampling, manipulating existing MIDI on different DAW platforms (Band lab/Garage band). Compression, panning, time stretching, tempo mapping</p>	<p><b>Unit 3: Steel Pans</b> Cycle of 4ths and 5ths, roll technique, Mallet technique,</p>
<b>Skills Revisited</b>	Djembe rudiments, large ensemble awareness, improvising, call and response, Bass/tone/Slap (Djembe technique)	Sampling, music technology, composition, musical form, Band lab,	Sampling, music technology, composition, musical form, Band lab,
<b>Knowledge Introduced</b>	History of Highlife/modern African music, History of fusion music within African culture,	History of digital and analogue remixing, latency, subgenres, groove, transposition	History of steel pans, Two and three-part harmony
<b>Knowledge Revisited</b>	West African culture & music, Dynamics, posture, technique,	History of music technology,	Elements of music, time signatures, phrasing, syncopation,
Year 9	Term 1	Term 2	Term 3
<p><b>Performance</b> - Broaden skills at sight-reading, transposition, composing and improvisation.</p> <p><b>Composition</b> - Develop understanding of composition through a combination of improvising, chord sequences and melodies and accompaniment and song-writing.</p> <p><b>Listening</b> – Further develop the technical ability to identify the use of musical elements. Understand the meaning of and identify elements and their use in music. Develop understanding of the meaning and purpose of music being listened to.</p>			
<b>Skills Introduced (performing, creating)</b>	<p><b>Unit 1: Indian Music</b> Paradiddles, Complex polyrhythmical structure and form,</p>	<p><b>Unit 2: Guitar ensemble and the Blues</b> Minor pentatonic, 12 bar chord progression, blues scale, I, IV, V chord progression,</p>	<p><b>Unit 3: Music for Film</b> Orchestration, diagetic and non-diagetic, mickey-mousing, foley sound,</p>
<b>Skills Revisited</b>	Cajon rudiments (bass tone, high tone, slap and touch) Large ensemble awareness	Improvisation, ostinatos, ensemble performance, ensemble singing, elements of music,	Notation, syncopation, chords, ensemble performing, Junk percussion Found sounds,
<b>Knowledge Introduced</b>	History of Bollywood music,	History of the blues, African music, work songs, chain gang songs,	Diagetic and non-diagetic, underscoring, mickey-mousing, leitmotif, motif, Semiotics
<b>Knowledge Revisited</b>	History/culture of regional Indian music and dance,	Fusion music, elements of music,	Ostinatos, atonal, ostinato, syncopation, polyrhythms, step/leap, structure