



British School Al Hamra (BSH)

Music

**Primary School (Key Stage 1
and Key Stage 2)
Curriculum Book**

Music Curriculum Guidebook

Intent:

- In line with the National Curriculum for music, we aim to ensure that all pupils:
 - Perform, listen to, review and evaluate music
 - Are taught to sing, create and compose music
 - Understand and explore how music is created, produced and communicated
- At British School AL Hamra, it is our intent that we make music learning journey an enjoyable experience.
- Children are encouraged to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music.
- Children are taught to listen and to appreciate different forms of music.
- All have the opportunity to develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.
- Have a good understanding the technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Implementation:

Music at BSH:

- Music lessons taught engage and inspire pupils to develop a love of music and develop their talent as musicians through exposure to variety of genre and use of musical instruments. In turn this leads to increase in their self-confidence, development of creativity and sense of achievement.
- The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities
- The elements of music are taught in the classroom lessons so that children are able to use some of the language of music, understand how it is made, played, appreciated and analysed.
- Children are able to experience composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.
- Music curriculum ensures that all children have at least understanding of different principles of each method and creating notes, as well as how to read basic music notation.
- From learning the notations of music, children learn how to compose with focus on different dimensions of music. This feeds their understanding when listening, playing or analysing music.

Impact:

As a result of our music teaching at BSH you will see:

- Children having a greater understanding of the culture and history of music.
- Children who have a cultural understanding surrounding music that represents the culture and heritage of the pupils from across the world.
- Children able to appreciate any form of music either as listener, creator or performer.
- Children who are enthusiastic and engaged in the wide variety of music activities.
- Children who acquired necessary skills and knowledge to transition to the next stage of their education.

Grade KG2

Number of Lessons Per Week		1
Topics Covered		
Term 1	Term 2	Term 3
Developing basic skills Pulse and rhythms Musical instruments (percussion instruments)	Developing basic skills Vocal and body sounds Basic musical notation	Developing basic skills Timbre and rhythmic patterns Pitch and tempo
Skills Developed		
Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm. Introducing the concept of timbre, creating sounds to represent characters and key moments in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a familiar fairy tale. Learning to identify changes in pitch and tempo and using these within music before composing their own musical piece. Clapping and playing in time the pulse. Playing simple rhythms on an instrument	Understanding the difference between pulse and rhythm Listening and responding to music. Singing short songs from memory, adding simple dynamics Playing instruments expressively Creating and selecting appropriate sounds to tell a story Group work - Singing and playing in response to instructions as part of a class performance. Listening to and commenting on the descriptive features of music	
Assessment		
Plenaries including What Went Well and Even Better If... Teacher Judgement and Questioning in Lesson	Pre and End of Unit Assessments Student Self-Assessment and Reflection	
Home Learning		
Pupils are encouraged to listen, play, and sing all the songs learned in school in order to strengthen their musical skills. They are also encouraged to create their own musical instruments to play rhythms and use creative ways to express their understandings about music.		
Useful Websites		
Music: https://padlet.com/rholmesKSA/Music Talent Playground YouTube https://www.youtube.com/c/TalentPlayground/videos Chrom Music Lab https://musiclab.chromeexperiments.com/		
Setting (if any)		
At BSH we do not set or stream for music and lessons are carefully planned for all styles of learners and for the different abilities within the classroom.		
Specialist Staff		
Mrs Crainic		

Grade 1

Number of Lessons Per Week		1
Topics Covered		
Term 1	Term 2	Term 3
<p>Animal sounds - Going on safari Call & response songs - Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms. Orchestral instruments: traditional stories Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories</p>	<p>Body percussion: Pitter patter raindrops - Rain sound Exploring nature sounds through music. Using a mixture of body percussion and tuned percussion instruments, to create their own rhythms of the rain, layer by layer. Singing songs related to rain. Timbre & rhythmic pattern: Fairy Tales Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a familiar fairy tale</p>	<p>Dynamics, timbre, tempo & motifs: Space Performing a melodic motif musically Performing a melodic motif musically Listening for and recognising instrumentation Creating a melodic motif from a set of five notes Songs for children from around the world Singing with confidence and expression Using musical vocabulary to describe the music they hear Creating and making improvements to a soundscape</p>
Skills Developed		
<p>Singing songs from memory with confidence and accuracy. Recognising structural features. Singing and playing untuned instruments. Layering instrumental and vocal sounds and patterns within a given structure</p>	<p>Performing a melodic motif musically, improvising vocal sound effects Listening for and recognising instrumentation, aural skills Coordination skills Using musical vocabulary to describe the music they hear</p>	
Assessment		
<p>Marking of Books with What Went Well and Even Better If... Teacher Judgement and Questioning In Lesson</p>	<p>Pre and End of Unit Assessments Student Self-Assessment and Reflection</p>	
Home Learning		
<p>Pupils are encouraged to listen to the music, play instruments, and sing all the songs learned in school in order to strengthen their musical skills. They are also encouraged to create their own musical instruments to play rhythms and use creative ways to express their understandings about music.</p>		
Useful Websites		
<p>Music: https://padlet.com/rholmesKSA/Music Talent Playground YouTube https://www.youtube.com/c/TalentPlayground/videos Chrom Music Lab https://musiclab.chromeexperiments.com/</p>		
Setting (if any)		

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Specialist Staff

Mrs Crainic

Grade 2

Number of Lessons Per Week		1
Topics Covered		
Term 1	Term 2	Term 3
<p>Developing singing techniques and keeping in time Developing singing skills in this History-themed topic and learning to recognise staff notation Musical notation and the percussion instruments Creating chants and songs accompanied by the percussion instruments</p>	<p>Aladdin - Developing singing skills in this Aladdin -themed topic and learning to play music themes on tunes instruments. Egyptians - Composing notation Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation</p>	<p>Creating compositions in response to an animation: Mountains Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout. Pentatonic melodies & composition: African pentatonic tune Listening to African songs, revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies</p>
Skills Developed		
<p>Singing songs with accuracy and control, with developing vocal technique Discussing the features of battle songs using musical vocabulary Composition skills/creative rhythmical patterns using untuned percussion instruments. Gain control of instruments to develop a greater understanding of their sound-making potential. Listening for and recognising instrumentation, aural skills Coordination skills</p>	<p>Singing songs from memory with confidence and accuracy. Recognising structural features. Singing and playing untuned instruments. Discussing the features of African music using musical vocabulary Combining three pentatonic melodies with untuned percussion to create a group composition.</p>	

Assessment	
Marking of Books with What Went Well and Even Better If... Teacher Judgement and Questioning in Lesson	Pre and End of Unit Assessments Student Self-Assessment and Reflection
Home Learning	
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Grade 3

Number of Lessons Per Week		1
Topics Covered		
Term 1	Term 2	Term 3
Body and tuned percussions - Rainforest Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer. Music from Brazil - Samba music Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Vikings - Developing singing skills in this History-themed topic and learning to recognise staff notation Composing notation: Egyptians Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation	Blues Learning about the history of blues music, pupils are introduced to the 12-bar blues before learning how to play it and recognise it in other music Rock and Roll Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music
Skills Developed		

<p>Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms and organising the musical piece in sections. Creating a melody loop on tuned percussion. Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music. Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary.</p>	<p>Creating/composing a battle song with voices and untuned percussion Creating a sound story using voices and instruments, and notate it using hieroglyphs. Performing the blues scale on a tuned percussion instrument. Hearing when songs play the 12-bar blues. Improvising a blues performance. Understanding how this genre of music came to be. Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.</p>
Assessment	
Marking of Books with What Went Well and Even Better If... Teacher Judgement and Questioning in Lesson	Pre and End of Unit Assessments Student Self-Assessment and Reflection
Home Learning	
<p>Pupils are encouraged to listen to the music, play instruments, and sing all the songs learned in school in order to strengthen their musical skills. They are also encouraged to create their own musical instruments to play rhythms and use creative ways to express their understandings about music.</p>	
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Grade 4

Number of Lessons Per Week	1
Topics Covered	

Term 1	Term 2	Term 3
<p>Changes in pitch, tempo & dynamics: Rivers Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p> <p>Musical Elements - Analysing music- Identifying the key features of music and the impact of the musical elements on different musical styles and genres.</p>	<p>Singing in time and in tune - The Lovecats by The Cure - Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing. Play simple chord progression</p> <p>South and West Africa - Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum)</p>	<p>Looping & remixing: Dance music - Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it</p> <p>Musical Theatre - Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p>
Skills Developed		
<p>Singing in two parts with expression and dynamics Performing a vocal ostinato as part of a layered ensemble Using musical vocabulary to describe the detailed features of a piece of music</p> <p>Suggesting improvements to their own and others work Creating a rhythmic ostinato Creating a sound story using voices and instruments Listen to different musical styles developing understanding of different styles of music Creating a sound story using voices and instruments, and notate it using simple musical notation</p>	<p>Singing a traditional African song unaccompanied Playing a chord progression on tuned percussion Recognising the stylistic features of south and west African music Composing an eight-beat rhythmic break Playing their own composition in time with a backing rhythm Hearing loops or sections of music within remixes Creating their own remix using fragments of a known song Participating in a group performance to tell a story Performing a vocal ostinato as part of a layered ensemble Identify the features of songs from musical theatre Composing an original piece or using familiar songs to tell a story Understanding what musical theatre looked and sounded like across decades</p>	
Assessment		
Marking of Books with What Went Well and Even Better If... Teacher Judgement and Questioning in Lesson	Pre and End of Unit Assessments Student Self-Assessment and Reflection	
Home Learning		
<p>Pupils are encouraged to listen to the music, play instruments, and sing all the songs learned in school in order to strengthen their musical skills.</p> <p>They are also encouraged to create their own musical instruments to play rhythms and use creative ways to express their understandings about music.</p>		
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Specialist Staff

Mrs Crainic

Grade 5

Number of Lessons Per Week		1
Topics Covered		
Term 1	Term 2	Term 3
<p>Advanced rhythms - Exploring rhythmic patterns in order to build the sense of pulse and using this understanding to create a composition.</p> <p>My Pop Studio - Composing an original song Create their very own song, listen to and critique well known songs reflecting on the meaning and message of it, writing the lyrics for the chorus and verses and exploring the concept of the four-chord backing track and composing melodies.</p>	<p>Pentatonic melodies & composition: Chinese New Year - Listening to the story of Chinese New Year. revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies</p> <p>Pop art - Transposing simple pitch and rhythmic phrases. Using knowledge of transposition to create a composition.</p>	<p>Film music - Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p> <p>Leavers' Song - Children create their very own leavers' song personal to their experiences as a class, listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses and exploring the concept of the four-chord backing track and composing melodies</p>
Skills Developed		
<p>Singing a traditional song unaccompanied Playing a chord progression on tuned percussion Recognising the stylistic features of south and west African music Composing an eight-beat rhythmic break Learning how music evolved in different traditions Composing a melody within a given structure Writing song lyrics within a given structure Playing a pentatonic melody from letter notation</p>		<p>Combining three pentatonic melodies with untuned percussion to create a group composition Playing their own composition in time with a backing rhythm Hearing loops or sections of music within remixes Creating their own remix using fragments of a known song Participating in a group performance to tell a story Performing as part of a layered ensemble Identify the features of songs from film music</p>

Maintaining a part of during a group performance Discussing the features of Chinese music using musical vocabulary	Composing an original piece or using familiar songs to become a soundtrack for a movie Understanding what film music looked and sounded like across decades
Assessment	
Marking of Books with What Went Well and Even Better If... Teacher Judgement and Questioning in Lesson	Pre and End of Unit Assessments Student Self-Assessment and Reflection
Home Learning	
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