Somerleyton Music

Our Arts curriculum as a whole enables children to explore and express ideas, feelings and experiences through music, drama and visual arts. Every child at Somerleyton will experience the personal and social benefits of a deep and rich musical education.

At Somerleyton Primary School we intend that all our children to be given the opportunity to:

- Learn to sing with expression and enjoyment
- Develop an understanding of the building-blocks of music including rhythm, pitch and tempo
- Become proficient players of at least one musical instrument
- Improvise and compose musical phrases for a variety of purposes
- Perform on stage to live audiences
- Understand, read and record written musical notation
- Listen and appreciate music from different eras, composers, genres and traditions, including music from diverse backgrounds and cultures
- Instil a life-long love of music through listening and appreciating music, composers, genres, and traditions from difference eras and cultures.

Music has a power of forming the character and should therefore be introduced into the education of the young. Aristotle

Music Overview
KS1

Children in Key Stage 1 will build upon their strong foundation in music as a medium of communication, expression, physical development and understanding the world established in the Early Years.

The teaching and implementation of the Music Curriculum at Somerleyton School is focused on giving the children opportunities to explore and play tuned and untuned instruments. They will be given to opportunity to experiment with different instruments which in-turn create different sounds. Children will see music as part of a wider cultural knowledge linked to, where appropriate, their wider curriculum learning.

From Year 1, children will take part in the Whole School Ensemble Teaching programme run by the Suffolk County Music Service. They will develop skills across a range of percussive instruments, such as drum pads, glockenspiels and xylophones.

All children are part of a whole-school choir led by an accompanying pianist. They learn to sing a wide variety of songs with accuracy, fluency, control and expression. The school choir perform throughout the school year – as part of the Celebration event at Snape Maltings Concert Hall, at the First Light Festival, at Somerleyton Hall, our end-of-year celebrations and at our Christmas performances at the Players Theatre.

All children receive weekly music appreciation assemblies where they experience a wide-range of high-quality music drawn from different traditions, genres and composers.

Year 1 – Percussion

Percussion	
Children in Year 1 will begin to learn the correct posture and technique to play a variety of percussive instruments. They will develop confidence at repeating rhythms and patterns of notes. They will experience playing alone, in small groups and in larger ensembles. Finally, they will begin to perform pieces to a variety of audiences; giving and receiving appraisals of their skills.	
Key Skills	• Understand the need for appropriate and functional posture • Begin to understand the relationship between sounds and symbols • Produce a clean sound allowing the note bars to ring • Demonstrate basic ensemble skills like listening, watching and keeping in time • Use their voices and instruments by singing chants and rhythms
Possible Outcomes	• Blues • Baroque • Latin • Bhangra • Jazz • Samba
Useful links	Charanga - Primary music curriculum, Secondary & Instrumental music Sing Up - Love learning, start singing Primary | Music | Music Express – Collins Home (suffolkmusichub.co.uk)
Significant people	Ringo Starr

Key Vocabulary	
Volume	quantity or power of sound
Pulse	a rhythmical throbbing or beating
Beater	an implement used for hitting an instrument tunefully
Note	A musical sound – they are the building blocks of music

Music

Year 2 - Percussion

Percussion	
Children in Year 2 will learn the correct posture and technique to play a variety of percussive instruments. They will become more fluent at playing from notation and using non-notational skills. They will experience playing alone, in small groups and in larger ensembles. Finally, they will perform pieces to a variety of audiences; giving and receiving appraisals of their skills.	
Key Skills	• Maintain the correct relaxed posture throughout playing adapting to specific instrument • Copy and improvise tunes using an extended range of notes and rhythms • Perform whole pieces from notation • Recognise and respond to practical instructions • Use their voices and instruments expressively by singing chants and rhythms
Possible outcomes	• Blues • Baroque • Latin • Bhangra • Jazz • Samba
Useful links	Charanga - Primary music curriculum, Secondary & Instrumental music Sing Up - Love learning, start singing Primary | Music | Music Express – Collins Home (suffolkmusichub.co.uk)
Significant people:	Glenn Miller

Key Vocabulary	
glockenspiel	a musical percussion instrument having a set of tuned metal pieces mounted in a frame and struck with small hammers
xylophone	a musical instrument played by striking a row of wooden bars of graduated length with one or more small wooden or plastic beaters
Improvisation	To create and perform spontaneously or without preparation
notation	Written symbols showing players the pitch and duration of the notes they are supposed to play
rhythm	a strong, regular repeated pattern of sound

Americas	Russia	India	Jazz	Song Writing	Film Scores	Early Music	Journeys	Africa	Animals
Canadian folk and pentatonic scales	Tone Poems – Night on a bare mountain, pictures at an exhibition	Folk music and instruments	Origins of jazz music and how it is embedded in new Orleans culture	Why do we have music	Sound of Music Use of Austrian Landler in ball scene and Edelweiss (singing) ¾ time signatures	Branle – early Developed into folk dances and court dances	Brahms – Hungarian dance No.5	Drumming patterns	Penguin café orchestra – telephone and rubber band. Still life at the penguin café.
Country Music	Sofia Gabuldalino	Ravi Shanker BBC Ten pieces	Elements of jazz music - improvisation – Scat (Mel Torme and Ella Fitzgerald)	Music for celebrating – Handel Music for the Royal Fireworks and Zadok the Priest. (ten pieces)	John Williams – biography and examples	Pavane and Galliard - renaissance	Anna Clyne – Night Ferry (BBC ten pieces)	Afrobeat	Carnival of the animals Camille saint-saens
Appalachain Springs and Aaron Copland Rodeo - Ten pieces	Tchaikowsky -	Bhangra and Bollywwod	Elements of jazz music syncopation	Songs for learning - nursery rhymes and counting songs (singing)	Ladies in Lavendar – use of a theme and repetition in a different key.	Gigue – baroque Also Bach Toccata and Fugue	Sea Shanties (historic-uk.com)	Ladysmith Black Mombazo	Peter and the Wolf - Prokofiev
Influence of Spanish guitar on South American music	Russian Folk Music and Instruments		History of the saxophone	Music to change our mood – major and minor keys (Happy Pharrel Williams)	Piano improvisation to silent movies.	Minuet - baroque		Hugh Masakele	
Samba	Schostakovich		Ella Fitzgerald	Oral Story-telling through music – Folk songs The Lambton Worm	How to write for Disney.				
Calypso inc improvisation on steel pans			Cole Porter						