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

KS2

For KS2, the teaching and implementation of the Music Curriculum at Somerleyton School is focused on developing the children's growing knowledge and experience of playing tuned and untuned instruments. From Year 3, all children will be allocated a musical instrument which they will use to play and perform in solo and ensemble contexts. The Suffolk County Music Service deliver whole class ensemble tuition as the children learn to play with increasing confidence and control.

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. Since all children take part in so many ensemble performance opportunities, they will encounter musical styles and vocabulary at many different times throughout KS2.

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

	2022/23
Year 3	Flute
Year 4	Flute
Year 5	Saxophone
Year 6	Clarinet

Music Vocabulary Progression			
Reception	Year 1	Year 2	Year 3
Clap	Volume	Glockenspiel	Phrase
Beat	Pulse	Xylophone	Dynamics
Tap	Beater	Improvisation	Pitch
Stomp	Note	Notation	Stave
Count		Rhythm	Melody
Voice			Tempo
Fast			
Slow			
Loud			
Quiet			

Music Vocabulary Progression		
Year 4	Year 5	Year 6
Semi-breve	Scales	Staccato
Minim	Time signature	Legato
Crotchet	Syncopations	Arpeggios
Quaver	Flat	Crescendo
Ostinato	Sharp	Diminuendo
	Pentatonic	Vibrato
	Key Signature	

Year 3 – Flute (First year)

Flute (2022/23)	
Children in Year 3 will learn the correct posture and technique to begin playing an instrument. 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	• Set the instrument up and know how to care for it. • Improvise, structure and plan more complex musical sounds. • Listen, recall and recognize longer more complex rhythms and musical phrases. • Begin to play and sing from a range of notations. • Begin to know more musical styles and eras.
Significant people:	• Ian Anderson (Jethro Tull) • Barbara Ann 'Bobbi' Humphrey

Key Vocabulary	
Phrase	A musical sentence
Dynamics	the varying levels of volume of sound in different parts of a musical performance
Pitch	the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone.
Stave	a set of five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch.
Melody	a sequence of single notes that is musically pleasant
Tempo	the speed at which a passage of music is or should be played.

Year 4 – Instrument (Second year)

Flute (2022/23)	
Children in Year 4 will play their instrument with a balanced and relaxed posture with correct arm and hand positions. They will develop clarity and control of sound. They will start to perform whole pieces with confidence and be aware of others in an ensemble.	
Key Skills	• Repeat a rhythmic pattern using an instrument. • Recognising higher and lower pitched notes. • Begin to recognise notes on a stave. • Be able to listen to others and play in unison at the same tempo. • Begin to respond to the instructions of a conductor.
Significant people:	• Ian Anderson (Jethro Tull) • Barbara Ann 'Bobbi' Humphrey

Key Vocabulary	
Semi-breve (whole notes)	a note having the time value of two minims or four crotchets, represented by a ring with no stem. It is the longest note now in common use.
Minim (half note)	a note having the time value of two crotchets or half a semibreve, represented by a ring with a stem.
Crotchet (quarter note)	a note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a plain stem.
Quaver (eighth note)	a note having the time value of an eighth of a semibreve or half a crotchet, represented by a large dot with a hooked stem.
Ostinato	a continually repeated musical phrase or rhythm

Year 5 – Instrument (Third year)

Saxophone (2022/23)	
Children in Year 5 will continue to play their instrument with a balanced and relaxed posture. They will develop stamina, lip-muscle control and flexibility throughout longer pieces. They will start to demonstrate a response to musical instructions. They will encounter music from a wide variety or eras and style and begin to reflect those influences in their singing and playing.	
Key Skills	• Create own rhythmic patterns • Confidently read notes within the simple range of their instrument • Recognise the values of notes in 3/4 and 4/4 time and recognise different time signatures. • Begin to play music with two or more parts and be able to listen to how the parts fit together. • Be able to change notes accurately at slow speeds.
Significant people	• Kamasi Washington • John Coltrane

Key Vocabulary	
Scales	an arrangement of the notes in any system of music in ascending or descending order of pitch
Time signature	A time signature tells you how many beats are in the bar. It is written as two numbers at the beginning of every piece of music.
Syncopation	displace the beats or accents in (music or a rhythm) so that strong beats become weak and vice versa.
Flat	lower (a note) by a semitone
Sharp	raise the pitch of (a note) by a semitone.
Pentatonic	relating to, based on, or denoting a scale of five notes
Key signature	A key signature is a pattern of accidentals (sharps or flats) at the very beginning of a staff, which represents a song's key.

Instrument (Forth year)

Clarinet (2022/23)	
Children in Year 6 will learn to adapt their posture in accordance with playing conditions. They will develop stamina and control; over an increasing range and duration of pieces. They will continue to respond to more complex musical instructions in such a away to begin to establish a personal style. They will encounter music from a wide variety or eras and style and reflect those influences in their singing and playing.	
Key Skills:	• Understand the concepts of a scale and can play scales and arpeggios appropriate for their music. • Can recreate more complex rhythms. • Can develop the dynamics of the playing through specific techniques or through use of staccato/legato. • Recognise a range of time signatures and play more complex rhythms. • Can play effectively as part of an orchestra and understand how their part contributes to the overall effect of the piece. • Can compare and contract the impact different composers from different times will have had on people from that time.
Significant People:	• Acker Bilk • Benny Goodman

Key Vocabulary	
Staccato	performed with each note sharply detached or separated from the others
Legato	in a smooth flowing manner, without breaks between notes
Arpeggios	the notes of a chord played in rapid succession, either ascending or descending.
Crescendo	the loudest point reached in a gradually increasing sound.
Diminuendo	a decrease in loudness in a piece of music.
Vibrato	a rapid, slight variation in pitch in singing or playing some musical instruments, producing a stronger or richer tone

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						