

WOOD END PARK ACADEMY: CURRICULUM NEWSLETTER FOR MUSIC

Music Intent

At WEPA, we aim to inspire children with memorable musical experiences so they can release their artistic potential by helping them develop the tools and musical language to be able to express their innermost thoughts and feelings through music. By doing this, the full range of our children can have the opportunity to achieve or even exceed the National Curriculum learning aims, allowing them to be ready for KS3 learning; being adept at expressively singing or playing instruments in ensembles but also having the confidence to perform solo with a deep understanding of how sounds are created, layered and combined to best act as a means of self-expression. We aim to cultivate avid listeners, who are able to both enjoy music from a range of global and historical contexts and critique it so they become reflective musicians and perceptive young people who can notice the world around them, feel connected to it, including less familiar parts of it and interpret this in their music. In doing this, the children can make strong links to learning in other subjects and use music as a medium to explore this.

The wider impact of music on a child can be very positive as regular music practice instils discipline and respect and music can be a form of meditation. We try to teach our children to work collaboratively with music, learning from and teaching each other, which can increase their confidence and sometimes literally can give some children "a voice" which can raise their sense of self-worth and in turn help raise their aspirations.

What does this look like?

"a deep understanding of how sounds are created, layered and combined to best act as a means of self-expression"

EYFS have created lovely areas for pupils to explore instruments.



"release their artistic potential by helping them develop the tools and musical language"

Year 1 have been exploring pitch and how it is used in music



"being adept at expressively singing or playing instruments in ensembles but also having the confidence to perform solo"

Year 4 have been African drumming polyrhythms in groups and composing their own.



Autumn term

EYFS: **Singing and how instruments make sounds**- singing well know songs and exploring ways to play instruments and changing the sound (loud, quiet)

Year 1: **Musical techniques: rhythm, dynamics, duration, pitch**- children have been using instruments to tell stories

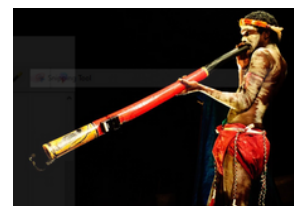
Year 2: **Reviewing techniques and New Zealand music**- children were looking more in depth at techniques and composing; they then looked at the Haka and music to accompany it.

Year 3: **Egyptian songs and weather**- children sang songs about Ancient Egypt and composed short pieces of music to show changes in weather- like storms.

Year 4: **West African Percussion**- this is a long unit where children have learnt to play African drums and composed their own polyrhythms on them.

Year 5: **Balinese Gamelan and Hip Hop**- Children have unpicked the unique features of these genres and this half term composed their own rap about a world issue.

Year 6: **Songs of World War 2 and Australian Aboriginal music**- children sang songs from the war and had a go at composing one. They have composed accompaniments to Australian folk tales.



Next units

EYFS: **Using my voice**- children will sing and use voice to make sounds

Year 1: **Music in space**- children will make short ostinatos inspired by planet Earth

Year 2: **Tuned Percussion**- children will compose ostinato patterns and record notes

Year 3: **Music for Fairytales**- children will explore how musical techniques can impact the mood - good v evil

Year 4: **Tuned Percussion**- children will compose a tune inspired by the melting ice caps.

Year 5: **Music for Adverts**- children will compose jingles to accompany adverts

Year 6: **West African Percussion**- children will build on their Year 4 learning by composing ensemble patterns and creating a whole class performance.



*Compose: write or create
your own music*

rhythm

Combinations of long and short sounds that convey movement.



pulse

The underlying steady beat of music. This is what we may tap our foot or clap along with.



duration

The length of a sound.



beat

The basic unit of time within music.



pitch

How high or low a sound is.



timbre

The particular tone that distinguishes a sound or combination of sounds.



tempo

The speed of the music.



texture

The layers of sound in a musical work and the relationship between them.



melody

A sequence of notes and rhythms.



structure

Refers to the way a piece is built and what order sections are in.



harmony

The sounding of two or more notes at the same time.



dynamics

The variation in loudness between notes or phrases.



These are the key concepts that we teach in music.

How many can your child remember?

Music around the school.

Singing Assemblies

Each week, year groups get together to sing in assembly. Year 1 are currently perfecting their Christmas show songs and Year 4 are working in split parts. All of our songs that we sing are on the website.



Rocksteady

Each Wednesday, a tutor comes in to work with our school bands, teaching them guitar, keyboard, drums and vocals. The bands are choosing their names and songs that they would like to perform. Once they are ready, we will showcase some performances.

Music Ambassadors

Meet our Music Ambassadors!

We are currently working on incorporating music into our playtimes and writing a school anthem! Watch this space!



Calling all musical parents!

If you play an instrument and would be willing to come in a play to the children, or even teach some of the children in a workshop, please get in contact with the school!

Coming soon...

Mrs Barnes, our music lead and Director of Curriculum, is looking in to getting some instrumental lessons in school. I will send an update as soon as I can.

For up to date information about music at WEPA please see our website

