Intent of our Music Curriculum

The Music curriculum is knowledge-rich and chosen and developed by subject experts. The scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined within the National Curriculum (updated 2014) and align with those in the National Curriculum. The scheme devised and implemented by Norfolk Music Services has been developed incorporating Music Express modules (which fit in with the 2014 Music Curriculum) with aims and values taken from the Minimum Expected Standards document.

The Music curriculum aims to instil a sense of enjoyment and appreciation for music, developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. This in turn will help children to feel that they are musical, and to develop a life-long love of music. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

From Reception children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will also develop an understanding of the history and cultural context of the music that they listen to.

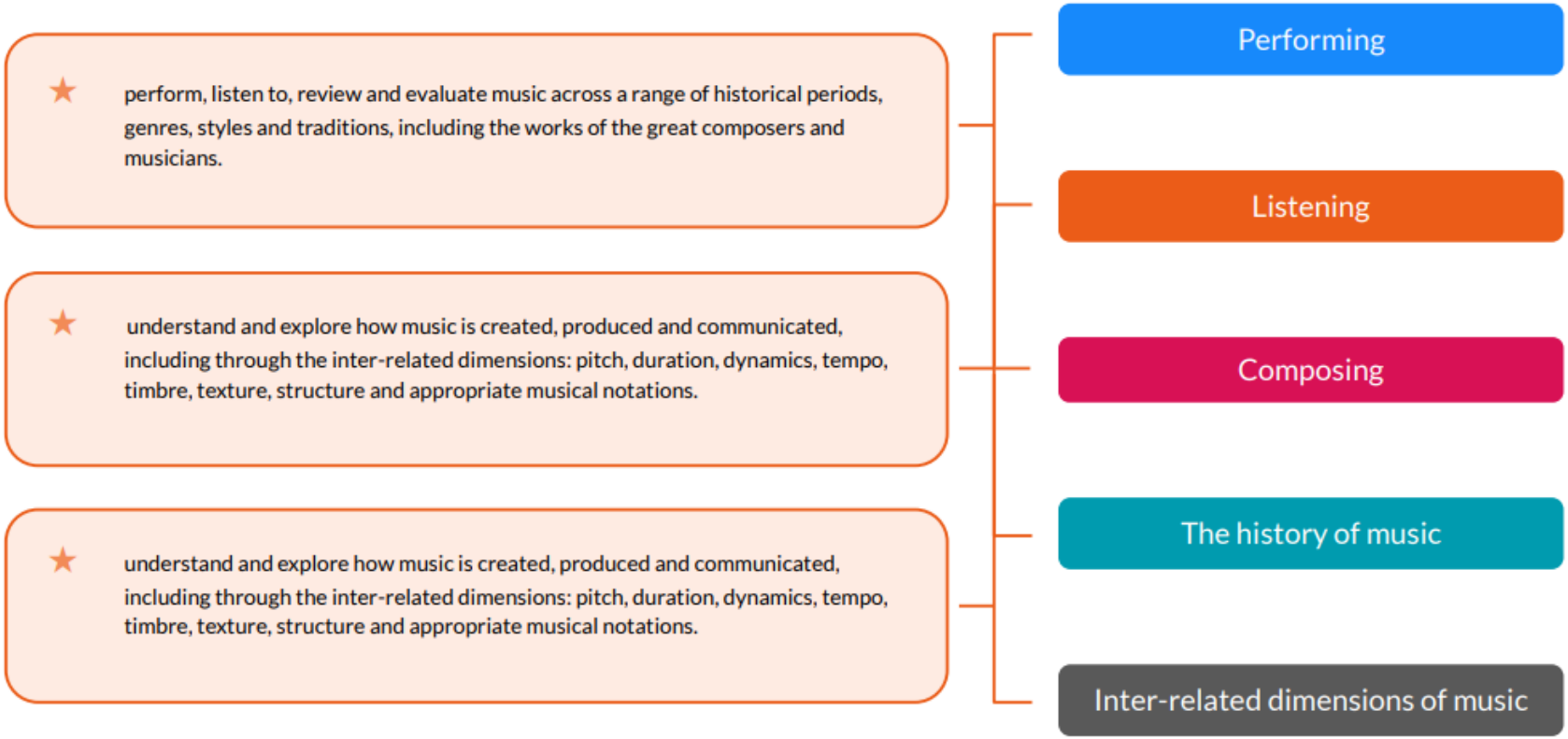
Through our music curriculum, children will also develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school, also preparing them for a life beyond KS2. This ties in with our whole school aims and Christian Values at Ashwicken CofE Primary School - *To encourage everyone to develop their skills, knowledge and talents to achieve their full potential and become valuable members of our ever changing society*. It is also at the core of our PSHE and RSE.

The Music National Curriculum purpose of study states: '*Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.*' Therefore our Music curriculum is designed with five threshold strands that run throughout:

- Performing
- Listening
- Composing
- The history of music

• The inter-related dimensions of music

From these five strands the curriculum aims to ensure that each pupil:



The building blocks of the music curriculum, therefore running throughout our scheme of work, as an over arching strand are the inter-related dimentions of music. These are;

- Pulse ● Pitch ● Duration ● Dynamics ● Tempo ● Timbre ● Texture ● Structure ● Appropriate musical notation

These inter-related dimentions will return in each year, making it clear to see prior and future learning. It is important that we revisit prior learning so that pupils are able to build on their knowledge and skills set rather than start a fresh. Each time the area is revisited it is covered with greater complexity allowing embedded knowledge and learning.

Each unit taught combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

National Curriculum Coverage

Our Curriculum overview shows each of the National curriculum attainment targets that will be covered, as well as each of these strands within it.

EYFS

The children will be...	**Curriculum coverage** **The key strands are:**	**In this unit, the children will be...**	**Characteristics of effective learning**
Exploring music from around the world. Listening to music, experimenting with playing percussion instruments and moving to music.	✓ Performing ✓ Listening ✓ Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Using un-tuned instruments to play alongside and in response to different types of music. Listening to and commenting on the descriptive features of music. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	✓ Playing and Exploring

Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.	✓ Performing ✓ Listening ✓ Inter-related dimensions of music	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Using bodies, voices, un-tuned instruments and natural objects to create sound. Responding to a sound by likening it to a character, animal or familiar environmental sound. Recognising familiar sounds.	✓ Playing and Exploring ✓ Creating and Thinking Critically
Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions.	✓ Performing ✓ Listening ✓ Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Learning how music can influence our feelings and emotions. Exploring pitch, tempo and instrumental sounds, along with composition.	✓ Performing ✓ Listening ✓ Composing ✓ Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

		to create an intended effect, using dynamics and tempo to add interest.	
Experimenting with the sounds of instruments, through child and teacher-led sessions.	✓ Performing ✓ Composing ✓ Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Singing and playing in response to instructions as part of a class performance. Playing instruments expressively. Experimenting with tempo and pitch using tuned and untuned instruments.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

KS1

National Curriculum and subject content for KS1	**Music strands**				
Pupils should be taught about:	Performing	Listening	Composing	The history of music	The inter-related dimensions of music
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	✓				✓
Play tuned and untuned instruments musically	✓				✓
Listen with concentration and understanding to a range of high-quality live and recorded music		✓			✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music			✓		✓

KS2

National Curriculum and subject content for KS2	**Music strands**				
Pupils should be taught about:	Performing	Listening	Composing	The history of music	The inter-related dimensions of music
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓				✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music			✓		✓
Listen with attention to detail and recall sounds with increasing aural memory		✓			✓
Use and understand staff and other musical notations	✓		✓		✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		✓		✓	✓
Develop an understanding of the history of music				✓	✓

Implementation of our Music Curriculum

Strong subject knowledge is vital to be able to deliver a highly effective and robust music curriculum, which is why as a school we have enlisted Norfolk music services to plan and deliver the curriculum across the school. All classes receive a weekly music lesson taught by a specialist music teacher. This guarantees lessons are of a high standard and ensures pupil progression. We also have peripatetic music teachers providing extra opportunities for pupils. Pupils are give the chance to learn the flute, clarinet, piano or violin.

In each lesson, pupils actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as

improvisation and teacher-led performances. Lessons are ‘hands-on’ and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. During lessons pupils regularly use a variety of percussion instruments (tuned and untuned).

The curriculum is aimed at all pupils and therefore offers a range of learning opportunities in a variety of learning styles, offering inclusive learning. Every lesson is able to be differentiated to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning are available when required. Objectives will be shared with parents via the website and Class Dojo allowing parents access into their child’s learning. As parental involvement and family is at the heart of our school ethos, each class has a webpage where parents can access information and support for their child’s learning.

Impact of our Music Curriculum

The expected impact after following the music curriculum is that each child when leaving our school will:

✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.

✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.

✓ Understand the ways in which music can be written down to support performing and composing activities.

✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

Cross-curricular links

Whilst we recognise that musical knowledge and skills must be taught specifically, teaching staff take advantage of opportunities to make links with other subjects. For example, musical links may be made between poetry and rhythm in English, how sounds travel through the air to the ear in science, and how genres of music have emerged throughout history.

Opportunities to Perform

All pupils have opportunities to perform throughout their time at Ashwicken. This is seen weekly in music lessons, when pupils have the chance to perform their musical ideas in front of the rest of the class and at the end of each term every class has the chance to perform to another, inspiring future learning. All pupils participate in Nativity Services and plays, Harvest Festival and other church services throughout the year, all of which involve singing. All children are also given the opportunity to join a sing and sign choir, which allows them to perform in public (supermarkets) and we have also joined other school to take part in Schools Make Music. Here pupils perform on a stage to a large public audience. We feel giving the children an opportunity to join with other schools to sing or make music is important.

Health and safety

In addition to the school's health and safety policy, staff and children should be made aware of the following:

• Any instrument that has to be blown should not be shared until and unless it has been sterilised

• Care should be taken to ensure against damage to hearing caused by excessive volume

• Staff should ensure that the correct adaptors or batteries are used for any instruments or equipment powered by electricity.

Assessment and reporting

Assessment will form an integral part of the teaching and learning of music and will take place during each lesson. Assessment is done by observing children working and performing, by listening to their responses and by examining work produced. Each end of term musical performance will be recorded and will form a bank of evidence to show progression made.

School Development

We have bought into the Charanga music program and plan to put in place additional cross-curricular music activities within the classroom, led by the class teacher. To implement this to we need to ensure that all staff have a good understanding of the Charanga scheme and knowledge of music.

Audits of musical instruments will be regularly conducted to make sure we are suitably equipped to deliver a strong Music curriculum. The subject lead will liaise with the Norfolk music teacher to see if any new instruments or equipment needs to be purchased, to ensure the curriculum is being delivered to its full potential.

By attending professional development sessions with the Norfolk Music Hub and by networking with other music teachers we will keep ourselves informed on current pedagogy approaches.