


Our Music Curriculum

Music Intent

By employing a specialist music teacher we provide a high-quality music education which engages and inspires pupils to develop a love of music and their talent as musicians. Children have the opportunity to learn to play the guitar, recorder, glockenspiel and keyboard. In Year 4 children learn to play the recorder or glockenspiel. Our music teaching increases children's self-confidence, creativity and gives them a sense of achievement as well as improving wellbeing. As pupils progress, they should develop a critical engagement with music, allowing them to perform, compose, and to listen with discrimination.

EYFS Statement relating to Music

Music is an essential component of children's learning journey in EYFS. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

	KS1		KS2			
	Weekly singing assemblies- <u>KS1</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes; <u>KS2</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; <u>KS2</u> - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Progression	<u>STORY AND SONG</u> Children are read a selection of stories	<u>RHYTHM COMPOSITIONS</u>	<u>DR P SMITH- SONG OF THE DAY</u>	<u>DR P SMITH- SONG OF THE DAY</u>	<u>DR P SMITH- SONG OF THE DAY</u>	<u>DR P SMITH- SONG OF THE DAY</u>

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	<p>which include a repetitive rhyme or chant that they can join in with. Children are encouraged to think about pitch, timing, rhythm, articulation, dynamics as well as good singing technique. This scheme builds their singing skills and confidence for more challenging work later in the scheme.</p> <p><u>THE TOY BOX SCHEME</u></p> <p>The children are introduced to the song “The Toy Box” with each verse representing a different toy character. They are encouraged to sing this tunefully, expressively and paying attention to varying dynamics and articulations in the melody.</p>	<p>Children are re-introduced to rhythm and the difference between a “beat” and a “rhythm”. This is achieved through clapping and body percussion initially. Dynamics are also explored and the children are encouraged to perform untuned percussion with sensitivity to different dynamic changes both sudden and gradual. Children are given a variety of basic rhythms written in traditional notation. The children are then required to compose some basic four bar rhythms and notate them independently then perform them to the class. More able students are paired together to compose polyrhythms and perform these back as an ensemble. For</p>	<p>Children are introduced to the elements of Music through the acronym DR P SMITH- using basic music specific language. They are encouraged to describe music that they hear through recordings in “Song of the day” starter activities.</p> <p><u>KEYBOARD SKILLS/ CHALLENGE OF THE DAY</u></p> <p>Keyboard skills gives the children an opportunity to have a piano lesson each week where the children have one keyboard between two. The children are taught correct piano techniques and how to play CDEFG melodies with CDEFG left hand accompaniments reading traditional music notation. Each</p>	<p>Children are re-introduced to the elements of Music through the acronym DR P SMITH but this time with the addition of some more music specific vocabulary to build upon their previous knowledge. The children keep a log of each element of music given written examples and definitions of each. This is then referred to when the children listen to live performances and audio recordings to describe what they can hear.</p> <p>RECORDERS-</p> <p>The children re-visit their “BAG of recorders” topic from Y2 and use their knowledge of music notation and rhythms and apply this to playing the notes B, A and G on the</p>	<p>The cyclical work on the elements of music continues with the addition of more advanced music specific vocabulary. This enables the children to describe what they can hear articulately with the appropriate language.</p> <p><u>KEYBOARD/ GLOCK SKILLS/ MUSICAL FUTURES BAND WORK</u></p> <p>The children return to the keyboards where they complete a selection of keyboard skills activities using traditional notation. In addition they work on a class song/ project song where the class perform a selected piece together working on ensemble skills. Within this topic there are a huge variety of differentiated options and parts that the</p>	<p>The cyclical work on the elements of music continues with the addition of more advanced music specific vocabulary. This enables the children to describe what they can hear articulately with the appropriate language.</p> <p><u>KEYBOARD/ GLOCK SKILLS/ COMPOSITION PROJECT</u></p> <p>The children return to the keyboards where they complete a selection of keyboard skills activities using traditional notation. In addition they work on a class song/ project song where the class perform a selected piece together working on ensemble skills. Within this topic there are a huge variety of differentiated options and parts that the</p>
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	<p>Once familiar with the song, the children are introduced to a variety of percussion instruments. They are asked which ones are best associated with the characters of the song, allowing them to combine and select instruments appropriately.</p> <p>The children are shown a specific rhythm and its notation for each character. E.g. (semi-breve for the dinosaur) and encouraged to play that rhythm using the percussion. This encourages reading notation from Y1.</p> <p>The children carousel around the different percussion instruments including xylophones to gain experience in performing on both</p>	<p>lower ability children the rhythms are word associated with words linked to their current topic work (Eg quaver, quaver, crotchet = "Cap-tain Cook")</p> <p>"BAG of recorders"</p> <p>In this 3 lesson topic the children use their knowledge of music notation and rhythms and apply this to playing the notes B, A and G on the recorders. They learn how to hold a recorder correctly and are taught about embouchure and tone quality.</p>	<p>lesson in the scheme introduces a new "Challenge of the day" which gradually introduces new concepts each lesson. Eg- lesson 1 crotchet and minim melodies Lesson 2- introducing quavers Lesson 3- introducing crotchet rests</p> <p>Children are encouraged to work independently on their own skills but also have the chance to play in both a pair and whole class ensemble context, working on accuracy, fluency, control and expression.</p> <p>COMPOSITION- Once children have achieved a challenge of the day, they are then encouraged to complete their own 4 bar composition. This is differentiated for</p>	<p>recorders. They learn how to hold a recorder correctly and are taught about embouchure and tone. This is then developed further throughout the year with the addition of new notes using both hands on the recorder. The lessons combine a mixture of traditional notation and techniques with playing counter melodies to pop songs to develop their sense of ensemble.</p>	<p>children can play according to their ability. Children who learn the guitar in an extra-curricular context are also encouraged to share their guitar skills combining the different instruments together.</p>	<p>children can play according to their ability. Children who learn the guitar in an extra-curricular context are also encouraged to share their guitar skills combining the different instruments together.</p> <p>COMPOSITION-</p> <p>Students are encouraged to take a keyboard skills piece and develop a "middle section" of music that is similar yet different then perform is back in a ternary form structure.</p> <p>Planets composition-</p> <p>as a further extension task for the more able, the children are offered the opportunity to choose a planet and compose a piece of music for that planet Eg- Venus, the planet of peace</p>
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	tuned and un-tuned instruments.		the children (for example some children will have 3 bars written for them with a bar missing to develop their own idea.			and compose a piece of music to reflect this using techniques developed throughout key stage 2.
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Subject content	Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> • 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. 	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • 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.
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