

Music Curriculum



Whole School Overview – Intent:

At Kinraig Primary School, our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, styles, traditions and music genres. We want to make music an enjoyable learning experience; that enables children to be curious and explore all the different types of music.

We believe that by exposing children to music during early development we are enabling them to learn the sounds and meanings of new words; we are encouraging dance and movement and building upon a child's fine and gross motor skills; allowing them to practice self-expression and explore the world around them.

We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school, through our weekly lessons and a range of different activities. These include; musicals and plays, instrumental tuition, choir and tiddly om-pom-poms. Through using a range of different resources and opportunities, our teaching focuses on developing the children's ability to understand rhythm and follow a beat, sing songs and learn about the structure and organisation of music, listening and appreciating different forms. Children develop descriptive language skills, learning about how music can represent different feelings, emotions and narratives whilst using technical vocabulary such as volume, pitch, beat and rhythm to discuss music using these terms.

Within the Early Years Foundation Stage (EYFS) we aim for children to:

- Sing a range of well-known nursery rhymes and songs (EAD)
- Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with the music (EAD)

In line with the National Curriculum and using the Musical Programme of Study, 'Charanga' we aim for all children to:

- Perform, listen to, review and evaluate music.
- Be taught to sing, create and compose music.
- Understand and explore how music is created, produced and communicated.

Year Group Overviews - Implementation:

Following the 'Charanga' music scheme, our curriculum ensures that students are given the opportunity to sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly hymn practise, school choir, the learning of musical instruments and the opportunities to perform in various musical ensembles, for example: School's Alive at the Grand Theatre. Music is planned in half-termly units and can be taught in either a block or on a weekly basis. Within the scheme of work, children learn how to play various tuned and un-tuned percussion instruments as well as learning to play the Ukulele in Year 4. This is delivered by a music specialist on a weekly basis. In doing so they understand the different principles of creating notes as well as how to devise and read their own musical scores and basic notation. They also learn to compose focusing on different dimensions of music. Throughout the units, teachers assess and record notes on children's achievements within Music and track on the school tracking system. The skills in these areas are developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years.

Within each age range we will focus on the skills outlined below, to ensure a consistent and embedded approach, that shows a clear progression of skills.

Toddlers/ Rising 3’: Children develop a repertoire of favourite songs and be able to respond emotionally and physically to music when it changes. By immersing children in song, children can explore the music through rhythm and movement. Children will be able to respond to the sounds they hear and anticipate phrases and actions within familiar songs. Children will also be encouraged and supported in exploring their voices and to make sounds that fit the music being listened to. A wide range of instruments will be provided for children to allow them to play in different ways.

Pre-School: Children continue building a repertoire of songs that children can sing and will enjoy in their entirety. Children will also be taught how to pitch match songs that are performed to them. In addition to this, children will look at singing and matching the melodic shape of songs that are familiar to them. Children will have daily access to musical instruments to help them play with increasing control and to build upon previously learnt skills to allow them to express their feelings and ideas. Children will be provided with a wealth of opportunities to make up songs using instruments and dance and have the time to perform them to their peers.

Reception: Children are confident in listening to, moving to and be able to talk about a variety of different music. Furthermore, children are able to express their feelings and emotions around a chosen piece of music. Children will also be able to sing individually or within a group with increased pitch match.

Year 1: Children learn new songs that link to their topic of study, thus building upon their repertoire of songs that they already know as well as listening to topic based music to expose children to different styles and cultures. Children will learn how to use their voices to sing and change pitch and to control long and short sounds; they will have experiences to experiment with making different sounds using their voices. Children will learn how to make loud, quiet, high and low sounds on instruments and how to clap out rhythms. Children will learn that everybody can compose music and will be taught how to use one, two or three notes to write a ‘musical story’. Children will also be taught how musical notes can be written down.

Year 2: Children extend their knowledge of cultural differences within music and different styles of music from different eras. Children will learn how to effectively use their voices to carry a tune and be able to perform to audiences, taking instructions from the leader. Children will develop their knowledge of sound and how to change it and put it together to create musical patterns. They will learn vocabulary such as ‘timbre, dynamics and pitch’. Children will be taught how to compose and write down simple melodies using five taught musical notes.

Year 3: Children continue to extend their knowledge of cultural differences within music and different styles of music from different eras. Children should be able to appraise the music they hear using technical vocabulary talking about ‘duration, timbre, pitch, beat, tempo and texture as well as the effect on the mood and feelings. Children will sing in tune songs from memory showing clarity of words and control within their voices. Children will create sounds and learn how to put them together to compose music. Children will be introduced to a variety of different ways of recording their compositions (Letters, symbols and musical notation). Children will also compose melodies using three or five different musical notes. Children will also be expected to compose musical pieces that fit a given theme and will be able to comment upon how it was created in relation to pulse, rhythm, pitch, dynamics and tempo.

Year 4: Children will sing in tune, from memory and with accurate pitch. Children will know how many beats in a minim, crotchet and semibreve and recognise the symbol. They will learn how to use technical vocabulary to appraise music and will listen to several layers of music and talk about effects on moods and feelings. Children will play the more complex instrumental parts through learning to play a musical instrument. Children will be expected to compose musical pieces using three or all five of the musical notes and record these in a variety of different ways (letters, symbols and musical notation). Children will plan and create part of a unit song with increasing awareness and understanding of pulse, rhythm, pitch, dynamics and tempo.

Year 5: Children will build upon previous knowledge and perform songs in a way that reflects their meaning and occasion. They will be able to use technical vocabulary to identify strengths and weaknesses within music. Children will learn how to play an accompaniment on an instrument such as a glockenspiel, bass drum or cymbal. Children will compose musical pieces using all of the five different musical notes and will create simple rhythms that are in keeping with the studied unit song. Children will also be expected to select the keynote/ home note of their musical creations. Furthermore, children will be taught to listen to and reflect upon developing compositions and will make musical decisions about how melody connects with the song.

Year 6: Children bring together all of the skills and knowledge learnt in previous years and build upon it. Children will sing with expression and with confidence. They will appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing. Children will compose musical creations using all five of the musical notes and will select simple rhythms that work musically with the style/ genre of the unit being studied. Children will continue to look at being able to explain and justify their choices for the keynote/ home note and their melody structure. Finally, children will again be expected to listen to and comment upon their compositions and make musical decisions about how the melody connects with the song.

Impact:

By the time children reach the end of school, they will have gained a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. They will have developed a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Children will understand the value and importance of music in the wider community, and be able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts, whether this be as a listener, creator or performer. Children will be able to sing, feel pulse, add rhythm and create melodies and be confident in discussing and sharing their own ideas and views with others.