



## Hockliffe Lower School

### Music Curriculum Statement

#### **Intent:**

We believe music enriches our lives and that it is important to provide children with a curriculum through which they are inspired and engaged to develop a love of music and enabled to develop their talents as musicians. We believe music should allow children to express their feelings; explore their creativity; increase their self-confidence and promote their sense of self achievement. We believe an appreciation of music of different styles and from different countries plays an important role in developing children's cultural awareness.

#### **Aims**

- To listen with sustained concentration and understanding to a wide range of high quality live and recorded music
- To describe feelings, emotions and personal interpretation of a piece of music they are listening to through words, art and movement
- To use their voices expressively to sing songs and speak chants and rhymes
- To play tuned and un-tuned percussion instruments to accompany song and to compose and improvise music
- To rehearse and present performances for audiences
- To explore and develop their understanding of the different dimensions of music including pitch, dynamics, duration, tempo, timbre and texture

#### **Implementation:**

##### **Early years Foundation Stage & Key Stage 1**

Children are taught the objectives of the National Curriculum 2014 Music programme of study through a sequence of lessons over a two-year rolling programme using the Charanga Musical School units of learning. These enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within a lesson are part of a learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards. It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

The children listen to different styles of music and express how it makes them feel through words and movement. They explore the sounds made by instruments and use them to express their ideas, thoughts and feelings. The children explore pulse and rhythm through movement and playing percussion instruments. They continue to explore rhythm and expression by singing songs and learning to say poems out loud for performance to others.

## Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	Chant to the animals	Creative moves	Lilting lullaby	Number time	Wellbeing matters	Rhythm adventure
Maple Yr A	Rhyming in time	Let's keep singing	Music inspired by the world around us	Exploring rhythm patterns	Around the world	The power of communication
Maple Yr B	Questions and answers	Let's start singing	Sound and symbol 1	Sound and symbol 2	Sound and pictures	Highs and Lows
Rowan YrA (one term delivered by Music service)	A shining performance	Singing and traditions	Music and video	Exploring musical contrasts	Music and sound (or ukelele)	Round and round (or ukelele)
Rowan YrB (One term delivered by Music service)	Create and notate	Sing and move	Recycling songs	Percussion power	FX sound effects (or ukelele)	Sound exploration (or ukelele)

## Key Stage 2

Music at key stage 2 is supplemented by teachers from CBC Inspiring Music Service who deliver a term of the curriculum during the academic year. Children are taught the objectives of the National Curriculum 2014 Music programme of study through a sequence of whole class instrumental lessons, usually ukulele. At the end of the term the children perform a concert for the parents.

## Whole school

Children regularly listen to music in class and as part of assemblies. They are encouraged to describe their feelings linked to the music and share the picture or story the music brings to their mind. They are taught to recognise the instruments being played and think about the structure and dimensions of the music.

Live performances by musicians are organised regularly in school and children are taken to the theatre as often as possible but at least once a year.

Whole school singing takes place each term, where children are taught songs linked to festivals and celebrations of different cultures or linked to values and other curriculum areas e.g. PSHE, History and Science.

Children present musical performances to other classes in assembly and there are other school performances at least once a term.

### **Extended learning opportunities**

The school works with music professionals to provide opportunities for children to take individual or small group instrumental lessons in piano, keyboard or rock band instruments. Those learning instruments or singing outside of school give performances in assemblies.

### **Impact**

On-going assessment of children's attainment of specific objectives are made during lessons through observation of children's participation and response to questioning. Children listen to each other's' performances and suggest parts that are good and ways improvement can be made. On some occasions, iPads are used to record performances so children can self-assess their work. Time is always given for children to improve performance. Teachers input attainment data onto assessment sheets where each child is assessed to be working towards, achieving or exceeding objectives in the music curriculum for their year group.