

Music Curriculum 2023-24

Key threads

Knowledge and Understanding	Playing and Performing	Creating and Composing	Listening and Responding (Appraisal)
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Intent of study

The intention of our Music curriculum is to deliver a curriculum, which is accessible to all and designed to foster a passion for music both in respect to its appreciation and its creation. We nurture this progressively throughout the school by developing competence in the reading of musical notation and applying this whilst developing proficiency in using key instruments. We provide a vibrant musical experience for all children. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Through our music curriculum pupils will: Gain enjoyment, self-confidence and a sense of achievement through musical activities. Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music. Acquire musical skills and understanding of musical concepts through primarily active listening then performing and composing. Develop their capacity to express ideas and feelings through the medium of sound.

Knowledge and Understanding

Our Music curriculum is based on the Charanga Musical School Units of Work, 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. The Activity Manual provides guidance through each strand of musical learning from Reception to Upper Key Stage 2 so that the

children have the opportunity to embed a deeper learning, knowledge, understanding and skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the 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. Our key stage one music curriculum intends to develop our children's knowledge and enables them to explore musical elements e.g. pulse, rhythm and pitch. Whereas, Key stage two build upon this and move to eventually illustrating dynamic contrast, structure, texture, tempo and timbre. All children we gain the knowledge that music is produced in different ways and understand the impact and influence of time and place. Covering music and musical influence from Mozart to Beethoven, and from Paul McCartney to Adele.

Playing and Performing

Playing instruments and performing is a key theme in our Music Curriculum, providing real experiences to develop skills, grow in confidence and opening doors to becoming more accomplished musicians and instrumentalists. In supporting this, we teach the children in EYFS and key stage one to use their voices expressively and plan for opportunities to explore and play a range of tuned and untuned instruments. This foundation is built upon in Key stage two where the children will learn to sing songs in unison, sing letter names in tune before playing them and to play musical instruments with increasing control and accuracy.

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Creating and Composing

We create and develop musical ideas in the early years and key stage one by giving the children opportunities and teaching them to create musical patterns, both exploring a steady pulse and rhythmic pattern using a range of percussion instruments and body percussion. This teaching will enable our older children to apply these skills to learn improvisation and developing rhythmic and melodic patterns. Leading to children's own compositions, where children work with their peers to organise musical ideas with musical structures.

Listening and Responding (Appraisal)

Our early music curriculum exposes our children to different styles of music which enable them to express own feelings and ideas to what they hear and with cross curricular links to Physical Education (P.E) coordinate expressive movements. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. In Key stage two we widen the breath of music (era and genre) the children are exposed too, teaching them to express own thoughts; describe what they hear by drawing upon subject specific knowledge articulating this by using their musical language and analyse and compare pieces of music.

Throughout the school children reflect on improvements to own musical work, with our older children additionally assessing the work of their peers, linking it to its intend effect using acquired knowledge.

Implementation:

At Reedswood we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Impact:

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures each child's progress throughout the year.