



MUSIC

Being the best we can be; committed to making a difference **COMMUNICATION & CREATIVITY**

INTENT - Purpose of Study

Our music curriculum ignites a passion for music and develops a life-long love for this art form. Communication is key in music, encouraging learners to work collaboratively and with discipline. We believe all children should be given the confidence and opportunity to perform in front of an audience to gain the feeling of personal accomplishment and sense of achievement. The curriculum ensures children experience playing a wide range of instruments. They learn to read and write their own music and are shown how to use these skills when developing in any instrument they choose to play. Children gain a firm understanding and appreciation of diverse music through listening, singing, playing, evaluating, analysing and composing across a wide range of historical periods, styles, cultures, traditions and musical genres.

Implementation

Music is taught on a two week rolling programme by a Specialist Teacher, across the Federation and in all year groups. This ensures knowledge, skills and vocabulary are built firmly upon prior knowledge. Lessons include listening and appraising, singing, learning an instrument, writing their own compositions and evaluating. They also have freedom to be creative in improvising too. The elements of music are taught in the classroom, so children can use the language of music to dissect it, understand how it is made, played, appreciated and analysed. This is embedded in classroom activities and linked with other subjects as well as weekly singing assemblies.

Our children also have the opportunity to extend their musical ability through private lessons offered by the Specialist Teacher and external tutors. Peripatetic music lessons are available in many instruments across the Federation and children are prepared for ABRSM and Rock School exams.

Children have the opportunity to perform within their class, in 'Celebration of Learning' events in KS1 and at the Christmas Concerts. A biennial Federation Concert is produced at a larger venue, such as Ilfracombe Academy, allowing pupils to perform in front of a much larger audience. Close links with the local secondary school provide additional opportunities such as participation in their Transition Choir event.

Impact

Children are inspired by the music they are exposed to and skills they have learnt. They develop an appreciation and positive attitude to music which leads to achievement, self-confidence and self-reflection. Awareness of other performers from a very young age encourages pupils to work collaboratively together. Children develop an awareness and understanding of diverse cultures and history through music.

It is promoted as an enjoyable experience as a listener, creator or performer.

The vast skills developed support children to have a 'can do' attitude and strive to be the best they can be!

<u>Reception</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<p>PULSE Try to move in time with the music</p> <p>RHYTHM Copy a very short simple rhythm</p> <p>MELODY AND NOTATION Sing and perform a wide range of well-known nursery rhymes and songs in a group or on their own, increasingly matching the pitch and following the melody</p> <p>ACTIVE LISTENING Listen attentively, move to and talk about music, expressing their feelings and their responses.</p> <p>IMPROVISING AND COMPOSING Experiment and create different sounds on percussion instruments</p> <p>PERFORMING Perform nursery rhymes on your own and in a group Explore and engage in music making a dance</p> <p>SINGING As above in melody and notation</p>	<p>PULSE Keep a steady pulse in 3 and 4 time</p> <p>RHYTHM Repeat basic rhythms using symbols/notations (e.g. crotchets/quavers/minims and semibreves)</p> <p>MELODY AND NOTATION Sing back short melodies and perform from rhythmic notation</p> <p>ACTIVE LISTENING Identify where elements change e.g. music gets faster/louder/higher; replicate these in a performance or hand signals. Listen to and understand a range of live and recorded music</p> <p>IMPROVISING AND COMPOSING Repeat back longer basic rhythms from memory and add imitations of the rhythm. Experiment with, create, select and combine different sounds using inter-related dimensions in music</p> <p>PERFORMING Perform with awareness of different parts, playing longer phrases on tuned/untuned instruments and using body percussion.</p> <p>SINGING Sing simple songs confidently in rounds acapella with increasing accuracy and control of pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>PULSE On a tuned instrument - keep a steady pulse in 2/4,3/4 and 4/4 time signatures and use different tempos</p> <p>RHYTHM Perform pieces with 2 different rhythms happening together, recognise and clap back rhythms using rests</p> <p>MELODY AND NOTATION Perform from and compose using 5 pitched notes (or 4 chords) and simple rhythms (crotchets, quavers, minims, semibreves and rests)</p> <p>ACTIVE LISTENING Compare pieces of music in different traditions; perform music heard aurally that contains 2 different parts at the same time Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians</p> <p>IMPROVISING AND COMPOSING Improvise and compose tunes using 5 notes. Create developed rhythmic patterns and use inter-related dimensions of music</p> <p>PERFORMING Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments in solo and ensemble contexts</p> <p>SINGING Sing songs in 2 parts that have contrasting melodies and counter- melodies. Sing with increasing accuracy, fluency with control and expression</p>	<p>PULSE On a tuned instrument perform pieces using 3 different contrasting tempos and time signatures When performing solo and ensemble, follow direction to changes of tempo accurately in pieces of music</p> <p>RHYTHM Perform pieces which use off-beat, dotted and syncopated rhythms in; 3 different time signatures and tempos</p> <p>MELODY AND NOTATION Perform and compose using up to 8 pitched note; capture the work in different formats including staff notation so it can be recreated</p> <p>ACTIVE LISTENING Whilst listening, pick out and perform syncopated and off-beat rhythms Talk about the key features of music including; tempo, metre, instrumentation and melody Develop an understanding of the history of music</p> <p>IMPROVISING AND COMPOSING Improvise and compose extended pieces of music for a purpose using up to 8 notes and a variety of rhythms, tempos and time signatures that can be performed and include some off-beat rhythms</p> <p>PERFORMING Perform 5-8 note melodies or developed chord progressions and more complex rhythms Perform confidently and accurately individually and as part of a group Play instruments and sing with increasing accuracy, fluency with control and expression</p> <p>SINGING Sing with increasing control of breathing, tone and projection with a range of at least 8 notes and pieces with at least 2 different parts Sing expressively and musically, responding to the performance directions of the piece e.g phrasing, dynamics and sing more extended parts</p>