

Frizinghall Primary School Music Curriculum Intent, Implementation and Impact

Intent

At Frizinghall Primary School, the Music curriculum is based on the Music National Curriculum, the EYFS Framework and Development Matters. Music education will engage and inspire pupils to develop a love of music and their talent as musicians. This will increase their self-confidence, creativity and sense of achievement.

Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated including through the inter-related dimensions : pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

The Frizinghall Music Curriculum is underpinned by: the whole school SCARF values, the development of musical skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits and visitors, musical links in the activity passports and active learning opportunities.

Each year group will learn musical skills such as; using their voices expressively and creatively by singing songs and speaking chants and rhymes, playing tuned and untuned instruments musically, listening with concentration and understanding to a range of high quality live and recorded music and experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.

Each year group follows a curriculum map, which includes science/history and geography themes. Music is taught alongside some of these themes. Music has been mapped across the school to ensure that children have the opportunity to revisit and build on past learning. Musical knowledge and subject-specific skills are set out in long-term plans, ensuring coverage of and progression in the National Curriculum.

In addition to this each year group uses the planning on the Charanga website once every week in Reception and Year 1 and in alternate half termly blocks from Year 2-Year 6. These plans help to teach the relevant musical skills and terminology. (see the long term plan- Appendix 1). All year groups from year 2 to year 6 will learn a musical instrument for 50% of their music teaching time. Children will complete half termly blocks of either Charanga or a musical instrument. The instruments taught are; bamboo tamboo (year 2), recorder (year 3), trumpet (year 4), ukulele (year 5) and glockenspiel (year 6). The key musical vocabulary is taught during each unit of work and revisited regularly (see spiralling diagram Appendix 2)

Implementation

Themes, which include music, contain the specific music knowledge and skills to be developed and are used by teachers to map the theme learning journey. The learning journey is sequenced and adapted by the teacher to meet the needs and build on the interests of the class. This plan is shared with parents and children at the beginning of the theme. Charanga is used to teach musical skills and ensure progression throughout the year groups.

In line with the Teaching and Learning Policy, in music teachers will:

- use the progression in skills document to ensure that musical skills are appropriate to the needs of all groups of children; (See appendix 3)
- ensure each lesson begins with a clearly articulated purpose relating to both knowledge and skills;
- encourage children to ask questions as well as answer them;
- use a range of strategies to ensure all children are actively engaged in the lesson
- link music lessons to real-life situations, problems and the world of work;
- assess learning and use this to help pupils move on to the next stage.

Assessment

The knowledge and skills developed through each theme are tracked on the music AfL grid. The overall achievement is then tracked for each child. These are completed termly and enable:

- teachers to identify gaps and areas of weakness and adjust future plans accordingly
- the music leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues
- themes and long term plans to be reviewed annually
- SLT to identify subjects where further development is needed (CPD, resourcing)

Impact

We will use a range of strategies to monitor the impact of the music curriculum. These include: work scrutiny, pupil and teacher discussions, data analysis and observations. We will consider how the impact on progress against the knowledge and skills objectives, the aims of the music curriculum, pupil's readiness for the next stage of learning and whole school priorities. This information will feed into school self-evaluation, areas for further development and curriculum review.

Appendix 1

Music Long Term Plan

EYFS

FS1 Getting to know you	If you need a friend	Are you afraid of the dark?	A long and winding road	Giants	A garden adventure
FS2 Once upon a time	Let's all celebrate!	Adventure in Space	Animals big and small	See our plants grow	Off on an adventure
<p>These objectives are covered throughout the year;</p> <p>Sings a few familiar songs Sings to self and makes up songs Makes up rhythms Taps out simple repeated rhythms Explores the different sounds of instruments</p>					
Charanga Weekly 20 minute lessons	Autumn - Me, My Stories Spring - Everyone, Our World Summer - Big Bear Funk , Reflect, Rewind, Replay				

Year 1

Autumn 2 What do we do in Winter?	Spring 2/Summer 1 Famous Bradfordians
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. Play tuned and untuned instruments.

Charanga – Taught weekly during 20 minute lessons	Autumn 1 – Hey You Autumn 2 – Rhythm in the Way we walk Spring 1 – In the Groove Spring 2 – Round and Round Summer 1 – Your Imagination Summer 2 – Reflect, Rewind, Replay
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Year 2

Autumn 2 What do we do in Winter?	Summer 1 The Great Fire of London	Summer 2 Africa
Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with concentration and understanding to a range of high-quality live and recorded music	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.
Charanga – Taught in alternate half termly blocks.	Autumn 1 – Hands, Feet, Heart Autumn 2 – Ho, Ho, Ho Spring 1 – I Wanna Play in a Band Autumn 2 – Zoo Time Summer 1 – Friendship Song Summer 2 – Reflect, Rewind, Replay Musical instrument – bamboo tamboo - Taught in alternate half termly blocks.	

Year 3

Autumn 1 The Ancient Greek Legacy	Summer 1 Plant Life	Summer 2 Switch it on
Play and perform in solo and ensemble contexts, using their voices Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music.	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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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	
Charanga – Taught in alternate half termly blocks.	Autumn – Let Your Spirits Fly Autumn 2 - Glockenspiel 1 Spring 1- Three Little Birds Spring 2- The Dragon Song Summer1 – Bringing us Together Summer 2 – Reflect, Rewind, Replay Musical instrument – Recorder Taught in alternate half termly blocks.	

Year 4

Autumn 1 Natural Disasters	Autumn 2 Good Vibrations	Spring 1 The Roaming Romans.	Spring 2 “Past the teeth and over the gums. Look out stomach, here it comes.”	Summer 2 The Battle of Britain
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory	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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the inter-related dimensions of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
Charanga – Taught weekly during 20 minute lessons	Autumn 1 – Mamma Mia Autumn 2 - Glockenspiel 2 Spring 1 – Stop! Spring 2 – Lean on Me Summer1 – Blackbird Summer 2 – Reflect, Rewind Replay Musical instrument – trumpets – These lessons are taught in weekly 40 minute blocks by a peripatetic teacher.			

Year 5

Autumn 1 Anglo Saxon and Viking Invasion	Spring 1 Blast Off!	Summer 2 If you go down to the woods today....
Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with increasing aural memory.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations.
Charanga – Taught in alternate half termly blocks.	Autumn 1 – Living on a Prayer Autumn 2 - Classroom Jazz 1 Spring 1 – Make you Feel my Love Spring 2 - The Fresh Prince of Belair Summer1 - Dancing in the Street Summer 2 – Reflect, Rewind, Replay Musical instrument – Ukulele -Taught in alternate half termly blocks.	

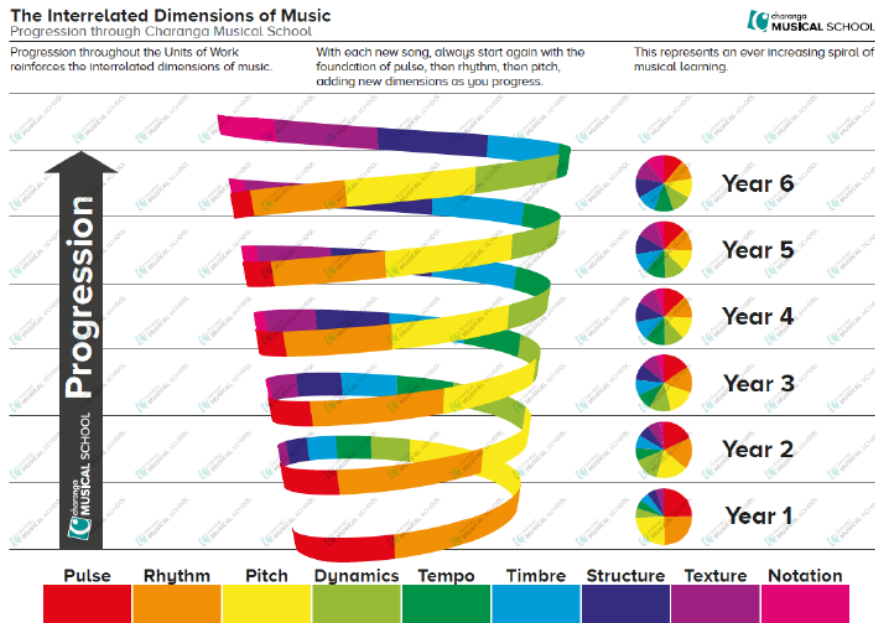
Year 6

Autumn 2 London of Paris?	Spring 2 Blood
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music.</i>
Charanga – Taught in alternate half termly blocks.	<i>Autumn 1 – Happy Autumn 2 – Classroom Jazz 2</i> <i>Spring 1– A New Year Carol Spring 2 – You’ve Got a friend.</i> <i>Summer 1 – You’ve got a Friend Summer 2 – Reflect, Rewind, Replay</i> Musical instrument – Glockenspiel Taught in alternate half termly blocks.

Appendix 2

Vocabulary Progression

In music the vocabulary always begins with the introduction of the words pulse, rhythm and pitch and then other terms such as; dynamics, tempo, timbre, structure, texture and notation are introduced as the units of work progress. This represents an increasing spiral of musical learning.



Key Vocabulary

EYFS – Rhythm, beat, long, short, high, low, fast, slow, sing

KS1 – Pulse, rhythm, pitch, beat, long, short, high, low, fast, slow, pattern, sing, play

LKS2 – Pulse, rhythm, pitch, tempo, dynamics, duration, texture, pattern, staff, musical notation, composition, composer

UKS2 – Pulse, rhythm, pitch, tempo, dynamics, duration, texture, structure, timbre, staff, musical notation, composition, composer, harmony, melodies, chords

Appendix 3

There is a clear development and progression of skills as children progress through the different years at Frizinghall. This progression is outlined below;

Reception

Sings a few familiar songs.

Sings to self and makes up songs .

Taps out simple repeated rhythms.

Explores the different sounds of instruments.

Year 1

Claps short, rhythmic patterns.

Identifies how a sound has changed.

Make a sequence of sounds.

Say how a piece of music makes them feel.

Year 2

Sing and follow a tune.

Play simple rhythmic patterns on an instrument.

Use symbols to represent sounds.

Listen out for particular things when listening to music.

Year 3

Sing in tune.

Compose melodies and songs.

Use musical words to describe what they like and dislike.

Recognise the work of at least one famous composer.

Year 4

Sing songs from memory with accurate pitch.

Play and perform in solo and group ensembles.

Use notations to record compositions.

Identify the character of a piece. How does it make you feel?

Develop an understanding of the history of music.

Year 5

Sing with expression.

Change sounds and organise them differently to change the effect.

Use musical vocabulary to describe and compare music.

Use notations to create a chord.

Listen to work by different composers and show preferences.

Develop an understanding of the history of music.

Year 6

Sing a harmony part confidently and accurately.

Perform using notations.

Use a variety of musical devices in their compositions. (melodies, rhythms, chords)

Compare the effect that different composers will have had on people of the time.