



## 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 will play 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**

Children are taught according to the EYFS Framework 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.

##### **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 to alleviate repetition 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	Me!	My Stories	Everyone!	Our World	Big Bear Frunk	Reflect, Rewind & Replay
Maple YrA	Hey You!	Christmas	Rhythm in The Way/Banana Rap	In The Groove	Your Imagination	RRR (Yr1)
Maple Yr B	I Wanna Play In a Band	Christmas	Round and Round	Zootime	Friendship Song	RRR (Yr2)
Rowan YrA (Two terms delivered by Music service)	Hands, Feet, Heart	Christmas	Let Your Spirit Fly	Three Little Birds	Bringing Us Together	RRR (Yr3)
Rowan YrB (Two terms delivered by Music service)	Lean on Me	Christmas	Glock 1	The Dragon Song	Mamma Mia	RRR (Yr4)

## Key Stage 2

Music at key stage 2 is supplemented by teachers from CBC Inspiring Music Service as part of the Sing Up Play out project and deliver two terms 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 singing sessions and a sequence of whole class instrumental lessons either ukulele or ocarina. At the end of each the children perform a concert for the parents; for the singing concert they link to sing with several other schools to make a mass choir and perform in the Grove Theatre in Dunstable. The listening and composing strands are taught 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.

### **Whole School**

Children regularly listen to music as part of assemblies. There is a weekly Music Assembly during which they are taught to recognise the instruments being played and think about the structure and dimensions of the music. They are introduced to composers, musicians and music from all eras and genres.

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.

Children present musical performances to other classes in assembly and there are key stage and whole school performances throughout the year.

### **Extended learning opportunities**

The school works with musical professionals to provide opportunities for children to take individual or small group instrumental lessons in piano, keyboard or clarinet. Those learning instruments or singing in school in outside of school give performances in assemblies and yearly perform a concert for parents where the whole school also sing. The children from the ballet school which gives lessons after school also perform.

### **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. Ipads are used to record performances so children can self-assess their work. Time is always given for children to improve performance according to assessments. Teachers input attainment data onto Target Tacker where each child is assessed to be working at, achieved or mastered on each objective in the music curriculum for their year group.