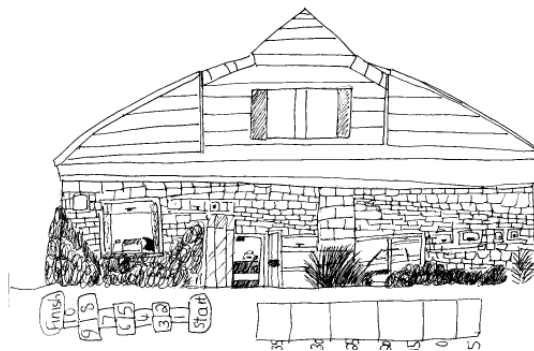


Music

at

Graveley Primary School



Subject Leader: Emma Potter

The 'Intent' of our Music. Curriculum

At Graveley music is an enjoyable experience for pupils and teachers, especially when we join for Collective Worship, as well as celebrating Religious festivals (such as Harvest, Christmas and Easter); significant national events (such as Remembrance Day) and international events. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

"Once something is passion, the motivation is there!" Michael Schumacher

The 'Implementation' of our Music Curriculum

Music at Graveley is taught as a discrete subject but also across the curriculum and in a specific Collective Worships every week. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music, using rhythm to aid their working memory to storing their learning in their long-term memory. We use the Charanga scheme of work to support in the teaching of music lessons. A weekly singing Collective Worship allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas nativities, Carol services, Easter service, Class assemblies and our end of year production, demonstrate that music is important to the life of the school. In KS1 focus is focused around percussion and learning to play the glockenspiel, Class 3 they learn how to play the recorder and in Class 4 the keyboard is taught.

The 'Impact' of our Music Curriculum

The impact of teaching music will be seen across our school with an increase in the profile of music. Whole school and parental engagement will be improved through performances and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across Graveley, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Progression in our Music Curriculum

| National Curriculum Aims | | School Aims – skills attitudes and knowledge that we would like all children to develop on their journey through the school | |
|--|--|--|--|
| <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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 to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and 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. | | <p>We want our children to experience a wide range of music genres and be able to express their preferences. Children will be given an opportunities to perform, learn an instrument, sing and explore their own ability.</p> <p>At Graveley pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> Appreciate music in many forms and be inspired by the world they live in. Express their feelings, thoughts and emotions through singing, listening to music and being creative. Learn a musical instrument Be able to talk confidently about the subject using subject specific vocabulary Be prepared for the next stage in their learning and life beyond school. | |
| Links to other subjects/ Inter-disciplinary approaches: | Experiences every child could have: (Cultural Capital) | Visits/Visitors: | |
| <ul style="list-style-type: none"> Learning about significant musicians both present and past Reflect on music and what it tells us about a period of time Explore the music created and enjoyed by different cultures Explore movement to music through dance lessons Music and singing as part of wellbeing | <ul style="list-style-type: none"> Take part in a musical performance. Sing as part of a group Experience awe and wonder through music Hear a piece of music or song and respond to it. Attend a large venue of national significance to watch or take part in a performance. | <ul style="list-style-type: none"> Visit a music venue for a performance Perform at a multi-school concert/event In school visits by led by musicians from a range of backgrounds and genres Music tuition | |

| | Links to the EYFS | End of KS1 |
|---|--|--|
| Create and composing | Expressive arts and design: This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. | To know about and experiment with sounds To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. Repeat short rhythmic and melodic patterns To begin to explore and choose and order sounds using the inter-related dimensions of music*. |
| Responding and reviewing appraising skills | | To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. e.g: play faster or louder. To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. |
| Play and perform | <u>ELG 16 Exploring and using media and materials:</u> Children sing songs, make music and dance, and experiment with ways of changing them <u>ELG 17 Being imaginative:</u> | Use voices in different ways such as speaking, singing and chanting To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing. Use voices expressively and creatively. To sing with the sense of shape of the melody To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To think about others while performing |
| Listening and Critical engagement | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories | To begin to identify simple repeated patterns and follow basic musical instructions To begin to understand that musical elements can be used to create different moods and effects. To begin to represent sounds with simple sounds including shapes and marks. To listen to short, simple pieces of music and talk about when and why they To identify and recognise repeated patterns and follow a wider range of musical instructions To understand how musical elements create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. |

| | End of LKS2 | End of UKS2 |
|---|--|--|
| Create and composing | <p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> | <p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p> |
| Responding and reviewing appraising skills | <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> | <p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> |
| Play and perform | <p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p> | <p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>To play and perform with accuracy, fluency, control and expression</p> <p>To think about the audience when performing and how to create a specific effect.</p> |
| Listening and Critical engagement | <p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> | <p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> |

| Charanga units covered across the school | | | | | | |
|--|---|--|----------|--|----------|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Class 1 | Year A | | | | | |
| | Harvest festival – performing as a chorus | 'In the Groove' Christmas Nativity – performing solo and as a chorus | | 'The Dragon Song' Easter service – singing in chorus | | 'Zootime' |
| | Year B | | | | | |
| | Harvest festival – performing as a chorus | 'Ho ho ho' Christmas Nativity – performing solo and as a chorus | | 'Glockenspiel Stage 1' Easter service – singing in chorus | | 'Glockenspiel Stage 2' |
| Class 2 | Year A | | | | | |
| | Harvest festival – performing as a chorus | 'In the Groove' Christmas Nativity – performing solo and as a chorus | | 'The Dragon Song' Easter service – singing in chorus | | 'Zootime' |
| | Year B | | | | | |
| | Harvest festival – performing as a chorus | 'Ho ho ho' Christmas Nativity – performing solo and as a chorus | | 'Glockenspiel Stage 1' Easter service – singing in chorus | | 'Glockenspiel Stage 2' |
| Class 3 | Year A | | | | | |
| | Harvest festival – performing as a chorus | Blown Away - Recorder 1 Christmas carol service – singing in chorus | | Blown Away - Recorder 2 Easter service – singing in chorus | | 'Composing using your imagination' |
| | Year B | | | | | |
| | Harvest festival – performing as a chorus | 'Let your spirit fly' Christmas carol service – singing in chorus | | 'Enjoy Improvisation' Easter service – singing in chorus | | 'Mamma Mia' |
| Class 4 | Year A | | | | | |
| | Harvest festival – performing as a chorus | 'Beginner keyboard course' Christmas carol service – singing in chorus | | 'Getting started with Music Tech' Easter service – singing in chorus | | 'Understanding Structure and Form' End of school production. |
| | Year B | | | | | |
| | Harvest festival – performing as a chorus | 'Beginner keyboard course' Christmas carol service – singing in chorus | | 'The fresh prince of Belair' Easter service – singing in chorus | | 'Gaining confidence through performance' End of school production. |

N.B.: music assembly once a week to cover different examples and genres of music and notations as well as practicing for Harvest festival, Christmas carol concert and Easter service.