Whimple Primary School

Music Curriculum Statement, Knowledge and Skills Progression

Subject Vision: ***"There is music in every child. The teacher's job is to find it and nurture it." - Frances Clark***

The vision for our Music curriculum is for it to be an engaging, enjoyable and progressive learning experience which inspires creativity and self-expression. We aim to foster a love of music in our pupils by exposing them to diverse musical experiences and igniting a passion for music. Listening and responding to different musical styles and finding their voices as singers, performers and composers enables our pupils to become confident, reflective musicians.

Statement of Intent:

The aims of our Music curriculum are to develop pupils who can demonstrate these things:

- Sing and use their voices individually and in a group
- Create and compose music on their own and with others, using tuned and untuned instruments
- Use technology appropriately when composing pieces
- Have opportunities to learn a musical instrument and perform alongside their peers
- Understand and explore how music is created, produced and communicated to an audience
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music that they hear and play themselves

Whimple has chosen a knowledge-engaged curriculum.
This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver the 2014 National Curriculum in a purposeful, engaging and creative way by providing a broad curriculum that ensures that there are enough subjects on the timetable and a balanced curriculum and that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a rich and deep musical experience.

Statement of Implementation:

Our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as through singing assemblies, various concerts and performances, the learning of instruments and through participation in musical ensembles including school groups and choirs. The elements of music are taught in classroom lessons so that children are able to confidently use technical vocabulary to appreciate and analyse music, and to understand how it is made and performed. During their time at Whimple, pupils will be given the opportunity to learn to play a range of selected instruments, including those from other cultures and traditions. In the first instance, instrumental tuition will be delivered by class teachers and children will be taught alongside their classmates. In doing so, they will understand the different principles of creating notes, as well as over time how to read and then devise their own musical scores, using basic music notation. Children also learn how to compose, using instruments, voice, body percussion or technology and will focus on different dimensions of music each year. In the main, class teachers use Charanga to effectively deliver a comprehensive music curriculum to their classes.

Statement of Impact:

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, awareness of others and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music as listeners, creators and performers. They can discuss music and comprehend its parts. They can sing a variety of song types, feel a pulse, create different rhythms and produce melodies for both personal expression or public performance. They will further develop these skills in the future and continue to enjoy and embrace music in their lives.

This Curriculum Statement should be read in conjunction with our school's whole school overview of learning for this subject.

Key Stage One	Key Stage Two
Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	LKS2 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music. Use their voices expressively 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. UKS2 Same as above with following additions: Improvise and compose music for a range of purposes using the interrelated 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

	Performing	Composing	Appraising
1	Use their voices to speak/sing/chant Join in with singing Use instruments to perform Clap short rhythmic patterns Copy sounds	Make different sounds with their voice Make different sounds with instruments Identify changes in sounds Change the sound Repeat (short rhythmic and melodic) patterns Make a sequence of sounds Show sounds by using pictures	Respond to different moods in music Say how a piece of music makes them feel Say whether they like or dislike a piece of music Choose sounds to represent different things Recognise repeated patterns Follow instructions about when to play or sing
2	Sing and follow the melody (tune) Sing accurately at a given pitch Perform simple patterns and accompaniments keeping a steady pulse Perform with others Play simple rhythmic patterns on an instrument Sing/ clap a pulse increasing or decreasing in tempo	Order sounds to create a beginning, middle and end Create music in response to Choose sounds which create an effect Use symbols to represent sounds Make connections between notations and musical sounds Improve their own work Listen out for particular things when listening to music	Improve their own work Listen out for particular things when listening to music
3	Sing in tune with expression Control their voice when singing Play clear notes on instruments	Use different elements in their composition Create repeated patterns with different instruments Compose melodies and songs Create accompaniments for tunes Combine different sounds to create a specific mood or feeling	Improve their work explaining how it has improved Use musical words (the elements of music) to describe a piece of music and compositions Use musical words to describe what they like and dislike Recognise the work of at least one famous composer
4	Perform a simple part rhythmically Sing songs from memory with accurate pitch Improvise using repeated patterns	Use notations to record and interpret sequences of pitches Use standard notation Use notations to record compositions in a small group or on their own Use their notation in a performance	Explain the place of silence and say what effect it has Start to identify the character of a piece of music Describe and identify the different purposes of music Identify styles of musical work
5	Breathe in the correct place when singing Sing and use their understanding of meaning to add expression Maintain their part whilst others are performing their part Perform 'by ear' and from simple notations Improvise within a group using melodic and rhythmic phrases Recognise and use basic structural forms e.g. rounds, variations, rondo form	Change sounds or organise them differently to change the effect Compose music which meets specific criteria Use their notations to record groups of pitches (chords) Use a music diary to record aspects of the composition process Choose the most appropriate tempos for a piece of music	Describe, compare and evaluate music using musical vocabulary Explain why they think their music is successful or unsuccessful Suggest improvements to their own or others' work Choose the most appropriate tempo for a piece of music Contrast the work of famous composers and show preferences
6	Sing a harmony part confidently and accurately Perform parts from memory Perform using notations Provide rhythmic support	Use a variety of different musical devices in their composition (including melody, rhythms and chords) Recognise that different forms of notation serve different purposes Use different forms of notation Combine groups of beats	Refine and improve their work Evaluate how the venue, occasion and purpose affects the way a piece of music is created Analyse features within different pieces of music Compare and contrast the impact that different composers from different times will have had on the people of the time.