

Music Curriculum

Music vision statement

At Sunnybrow Primary we believe music is a unique way of communicating that can inspire and motivate children. We believe that music plays an important role in increasing our children's emotional wellbeing and confidence as well as their spoken language through discussion of music pieces and production. It is a vehicle for personal expression, and it can play an important part in the personal development of our children and so the teaching and learning of music enables them to better understand the world that they live in.

Our aim is to provide enjoyment and a positive attitude to all pupils to develop their love of music. We feel that music is also great for children to relax as well as helping with their emotional and mental health issues. We have singing assemblies each week where the children all come together and sing inspirational and positive songs as well as giving children confidence in singing in groups or solos when doing shows such as harvest, Christmas and end of year performances. As children move through the years, they also learn local songs and songs from other cultures. This gives children the knowledge of how music styles have changed throughout the years in our country and how they differ from other cultures around the world.

At Sunnybrow Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

Class 1:

Children will use what they have learnt about media in original ways, thinking about the uses and purposes. They will represent their ideas, thoughts and feelings through music. Children will sing songs make music and dance. They will experiment with these by changing them in a variety of different ways.

Class 2:

Children should be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will be able to use and explore their voices confidently and discuss the effect of different sounds they make. They will be able to slide their voice up to high pitched and down to low pitched. they will be able to sing keeping a steady beat by using different gestures, for example clapping, tapping feet. Children will be able to sing songs in different ways and sing them with expression. Children will play tuned and un-tuned instruments musically keeping in control. They will describe, name and group instruments and add an instrument to play on the beat of the rhythm. Children will contribute ideas and control sounds as part of a class or small group. Children will talk about and create signs for the concept of high, low, fast, slow, long and short sounds that they will be able to follow. Children will evaluate their own and others

music discussing strengths and improvements. Children will experiment with, create, select and combine sounds carefully. They will listen to a range of high-quality music which increased concentration and understanding.

Class 3:

Children should be able to use their voice to create and control sounds looking at the speed, pitch and volume. They will be able to play and perform their music in groups and individually. Children will keep to a steady pulse and understand how their posture affects their vocals as well as sing in tune. Children will sing with expression, confidently and fluently making improvements when needed. Children will start to become confident with the understanding of musical notations and will start looking at a staff notation. They will keep in time with a steady pulse with playing instruments and maintain awareness of their own part within the group's musical performance. Children will make and suggest improvements to work of their own and others and then rehearse together to achieve the improvements and objectives. Children will recognise and explore the ways sounds can be combined and used, identify how they are structured and identify and control different ways instruments including their voices make sounds. Explore and create repeated patterns and will combine the sounds to make an effect. Children will use electronic devices to change sounds. Children will combine and create sequences of sounds to express moods and ideas. They will add words to their music to create a song. They will use a variety of notations and develop an ability to represent sounds and symbols. Children should look at the music and follow each part. Children will start to appreciate and understand a wide range of high-quality music that are from different traditions and from great composers.

Class 4:

Children will play and perform in solo and group contexts. They will play instruments and use their voices with increasing control, expression and accuracy. They will sing songs that have two parts by maintaining their own part and will be able to accurately find the pulse in a song. Children will control breathing, posture and project sound well by recognising the structure of songs and identifying where in the song is a pause for breath. Children will be very familiar with a staff notation and will start to understand other musical notations, performing significant parts from the notations and from memory. Children will demonstrate awareness of their own contribution understanding when to lead others, having a solo part or providing support. They will show an awareness of an audience so will understand the importance of rehearsal where they will refine and improve their work. Children will improvise and compose music for a range of purposes and will listen with attention, recall and detail with increasing memory. They will use electronic devices to change and manipulate sounds. Children will build on their appreciation and understanding of a wide range of high-quality music from different traditions and from great composers.

Implementation

At Sunnybrow EYFS and KS1 children get taught music every week for an hour. The KS2 children get taught by an outside agency teacher from the Durham Music Service every week but they share the time. Throughout the year both class 3 and class 4 will have had a term and a half of music. We have the music specialist teaching KS2 as she is a specialist and can give the teachers support in their understanding of the music curriculum.

We use the Charanga scheme of work as this is what the music specialist base and use in their lessons. The Charanga scheme of work is used from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

In KS1 children will focus on looking at the different groups of instruments and will focus on playing an instrument to the pulse. KS2 children will focus on an instrument and build up to performing in front of the rest of the school. The children will focus on using the recorder and drums, depending on the year cycle they are in.

Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising beat and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We have a good variety of musical instrument resources in our school that is stored in an area that all teachers can access.

Impact

Music lessons are very hands on and has very little written work. This means that the teacher has to be watching children to assess their knowledge and skill. In KS2 the teacher and the music specialist will discuss what they had seen in the lesson to enable them to assess the children. There are also times where it is appropriate to take photographs and videos of performances and work that has been done during the lesson for evidence.

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. An assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded.

Music is monitored throughout all year groups using a variety of strategies such as lesson observations, learning walks, evidence such as photographs and videos, pupil questionnaires, staff questionnaires and the assessments on our end of year tracking system.