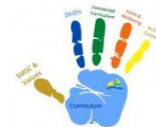




Why Music?



Skills

A message from our Music lead:

Music is around us within our day-to-day lives and it is something I am extremely passionate about. It provides opportunities to be creative, express ourselves in different ways through songs and playing instruments, and supports emotional well-being. Music is a language that everyone can understand and enjoy.

Design and Purpose

The purpose of the music curriculum is to support creativity and engagement in music. It is our ambition that children should have a range of musical experiences which is founded in the belief that music enriches individuals as well as our wider community. We aim for musical progression from entry in Nursery and in readiness for secondary music education - from songs, rhymes and making music to creating digital music. We support all children in their musical progression through a varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge. We are highly aware of the health benefits of music and how it builds self-confidence and supports emotional well-being, hence this is incorporated within our scheme.

Our scheme has been built using aspects of Charanga. Units have been selected to compliment the wider curriculum for wellbeing, climate change and key annual events. Music is for all and this includes children with SEND and our mapped units for children to enjoy and make music.

The sequences of learning include key areas that contribute to the overall musicianship of our children: Singing, listening, composing, performing. Children also develop understanding of musical notation and theory.

The lessons use the interactive elements from across the Charanga platform.

Our chosen instruments within our scheme are voice (singing) and the glockenspiel.

Music is also part of academy life with music festivals, clubs, choir, band and music tuition that supports children in developing their creativity and musical talents. Children also engage in theatre workshops and have opportunities to increase their cultural capital.

PE (dance) lessons also allow children to develop their improvisation skills as they create sequencings and dance routines.

Engagement in music festivals, events and community performances are undertaken across the year including key events such as; the Infant and Junior Musical Festival, Young Voices and Christmas concerts within the community.

Difference

Music lessons ensure that children engage in music lessons that develop a love of music, self-confidence, creativity and a sense of achievement. Engagement with music means that they are able to listen and appreciate music as an art form and a way to support well being; as well as the development of music as a discrete skill.

Children are able to listen to and evaluate music across a range of genres and styles. They evaluate and share their views. They learn to sing and use their voice and how to play a tuned percussion instrument.

They also use technology to compose music.

They develop their understanding of the interrelated dimensions with progressive knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.

At Darlinghurst children learn to sing and play musically with increased confidence and control. They use their voices and play glockenspiels with increased accuracy and expression.

They enjoy the songs that they sing and develop an understanding of musicians and the history of music.

Not only do we provide local opportunities to our children but also we offer them the chance to take part in some bigger musical events. These opportunities consist of taking part in local musical festivals with other schools in the local area and being part of Young Voices. Connections with the music hub – music on sea allows children to engage in workshops and access to wider music. Connections with the Caedmon Company has also exposed over 100 children to developing their creativity and confidence through workshops in school and on the stage, locally and in the West End increasing their cultural capital.

Music Tuition supports those who wish to learn a chosen instrument: piano, guitar, drums with a personal tutor. Weekly sessions allow children to progress their talents including successful completion of exams.

By the end of each key stage children

KS1

- Use voices – songs, rhymes, chants
- Play tuned / untuned instruments
- Listen and understand a range of music
- Sounds using interrelated dimensions of music

KS2

- Increase confidence/control
- Create music through compositions and manipulating ideas
- Play/perform with increasing control
- Improvise and compose using inter-related dimensions
- Listen with attention to detail
- Use musical notation – theory
- Appreciate and understand range of music
- Develop history of music
- Develop digital music/technology

'Achieving Excellence Together'

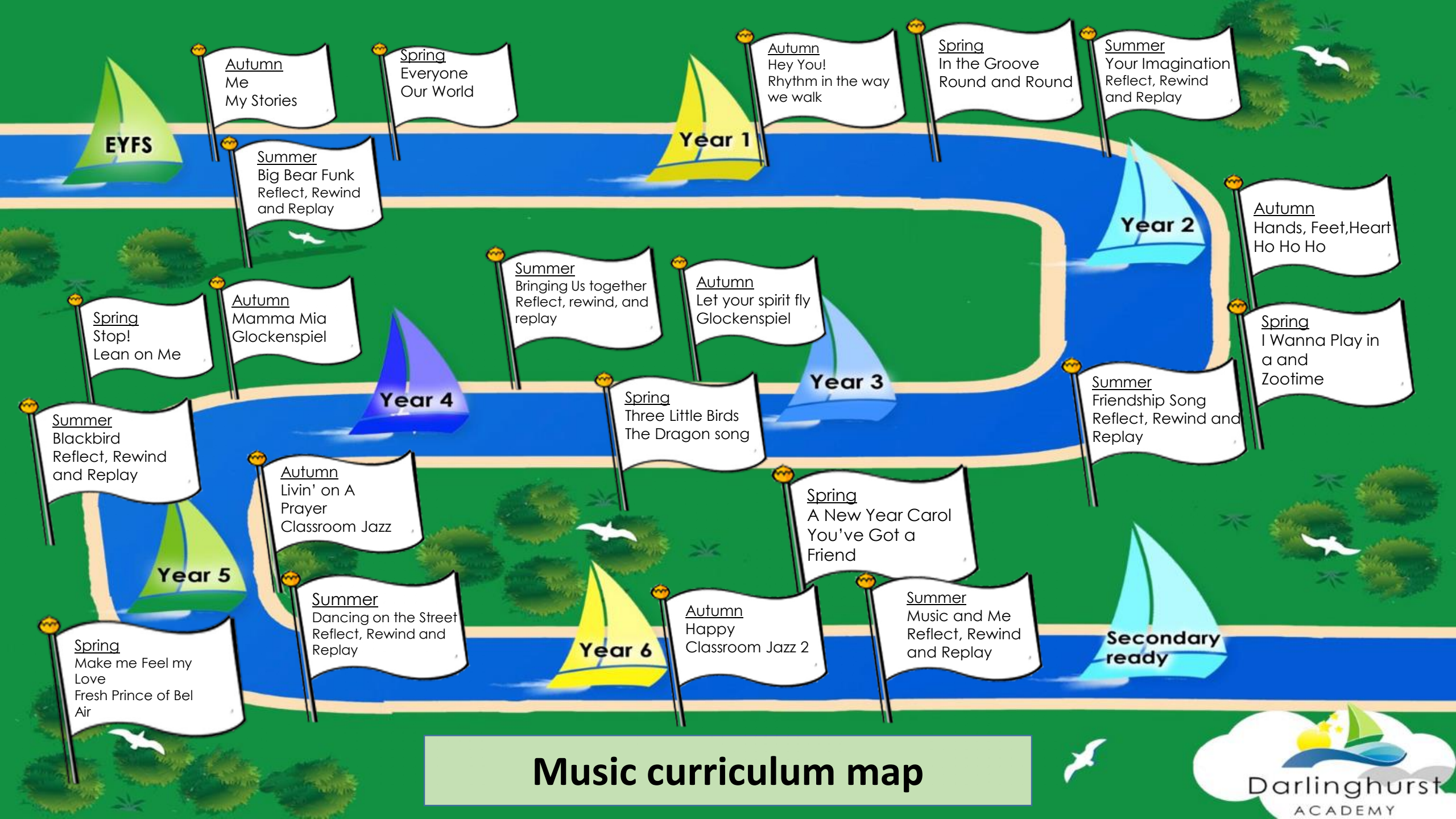
Links

Useful websites

www.singup.org

www.charanga.com

www.musiconseaco.uk



Music curriculum map



EYFS

KS1

- Find the pulse of a piece of music, understand it is the heartbeat of the music.
- Understand what songs are about and learn some by heart.
- Recognise the sounds of some of the instruments they use (2 or more)
- Identify that some songs have a chorus or a response part.
- Identify the musical style of a song.
- Understand that songs can tell a story or describe an idea.

- Remember who wrote and sang some songs that they can sing from memory and identify the style of the music.
- Discuss the lyrics, musical dimensions (tempo, pitch and rhythm), sections and instruments used in a song.
- Identify the structure of a piece of music – introduction, verse, chorus
- Confidently identify and move to the pulse.
- Discuss the meaning of the lyrics in a song and how the song makes them feel.
- Evaluate music using musical vocabulary.

LKS2

UKS2

- Know the style of different songs.
- Discuss the style indicators of a song and the historical context.
- Discuss the message of a song in terms of cultural context and social meaning.
- Compare two songs, discussing style, similarities and differences.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music.
- Identify the pieces structure – intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus.
- Identify a wide range of instruments and voices within a piece of music

Listen and Appraise

The background of the entire slide is a vibrant green landscape with a winding blue river. A white bird is flying in the sky. In the top left, a green sailboat with the text 'EYFS' is on the river. In the top right, a yellow sailboat with the text 'KS1' is on the river. In the middle right, a blue sailboat with the text 'LKS2' is on the river. In the bottom right, a green sailboat with the text 'UKS2' is on the river. The river flows from the top left towards the bottom right, with a bend in the middle right. The sailboats are positioned at different points along the river. The text 'EYFS', 'KS1', 'LKS2', and 'UKS2' are written in black on white rectangular backgrounds, which are placed on the sails of the respective sailboats. The overall theme is educational, likely for a music curriculum, as indicated by the text boxes and the 'Games' section at the bottom.

EYFS

KS1

- Understand that music has a steady pulse like a heartbeat.
- Know that we can create rhythms from words, our names, favourite food, colours and animals.
- Find the pulse in music.
- Listen to a rhythm or a short rhythmic phrase and say the words, sing or clap back.
- Understand the difference between rhythm and a steady pulse.
- Understand that we add high and low sounds, and pitch when we sing and play our instruments.
- Create short, rhythmic phrases.

- Find and demonstrate the pulse.
- Understand how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a steady pulse/beat.
- Know the difference between a musical question and an answer.
- Discuss how to keep an internal pulse.
- Create their own simple rhythmic pattern.
- Copy back a rhythm with and without instruments using a notation.

LKS2

UKS2

- Discuss how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
- Invent a rhythm for others to copy back.
- Copy back a rhythm with two or three notes by ear and notation.

Games



EYFS

KS1

- Confidently and accurately sing or rap some songs from memory and sing them in unison.
- Sing notes of different pitches, imitating changes.
- Make and control long and short sounds such learning to stop and start singing when following a leader or singing in unison.
- Understand the importance of why we need to warm up our voices and that you need to sit in a comfortable position.

- Understand and discuss the terms choir and conductor.
- Understand and discuss how songs can make you feel different things.
- Sing in unison and in simple two-parts.
- Sing with awareness of being 'in tune' and of the pulse internally.
- Understand the difference between the 'texture' of a solo voice and a larger group.

LKS2

UKS2

- Discuss a song's main features including its meaning, lyrics and vocal features.
- Use your knowledge of the style of a song to represent the context and feeling to your audience.
- Sing in unison and on backing vocals expressively, accurately confidently.

Singing



EYFS

KS1

- Know the names of the notes and instruments they are playing.
- Follow instructions on how to play and when to play instruments such as treating them carefully and with respect.
- Play a tuned instrument part with the song they perform.
- Learn to play an instrumental part in time with a steady pulse.

- Identify and discuss the instruments used in class, by a band or orchestra.
- Play any one of a differentiated part on a tuned instrument.
- Rehearse and perform their part.
- Listen to and follow musical instructions.

LKS2

UKS2

- Know and discuss the notes C, D, E, F, G, A, B + C on the treble stave.
- Confidently play a musical instrument with the correct technique within the context of the song.

Playing



EYFS

KS1

- Understand that improvisation is making up your own tunes on the spot which belongs to them and is not written down.
- Use voices and instruments to improvise using one or two notes.

- Understand and discuss that improvisation is making up your own tunes and that you cannot make a mistake.
- Improvise using instruments in the context of the song they are learning to perform using two or three different notes.

LKS2

UKS2

- Know of well-known improvising musicians.

Improvisation



EYFS

KS1

- Understand that composing is like writing a story with music.
- Help create a simple melody using one, two or three notes.
- Use symbols to represent the notes of a composition and that these can be changed if necessary

- Know the different ways of recording compositions (letter names, symbols, audio etc).
- Create one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the song and discuss it.
- Make musical decisions about pulse, rhythm, pitch, dynamics, tempo and instruments.
- Choose, order, combine and control sounds to create an effect.

LKS2

UKS2

- Know and discuss that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Create simple melodies using five notes and simple rhythms.
- Explain the key note and home note structure of a melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Compose, edit and refine pieces of music.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (using standard musical notation)

Composition



EYFS

KS1

- Understand that a performance is sharing music with an audience.
- Choose a song they have learnt and perform it.
- Add their own ideas to a performance.
- Record a performance and say how they feel about it.

- Understand and discuss the features of a performance (sharing music with an audience, planned, words shared clearly and with confidence, and that it involves communicating feelings, thoughts and ideas about a song/rap).
- Choose what to perform and create a programme.
- Perform with control and awareness of others.
- Discuss how best to perform e.g. how to stand or sit.
- After recording a performance, saying how they were feeling, what they were pleased with and what they would change and why.

LKS2

UKS2

- Discuss venue choice and how to use it to best effect.
- Record a performance and compare it to a previous one, using musical vocabulary to discuss it.
- Perform with controlled breathing and skillful playing.

Performance