

Music

Curriculum Statement

Intent

At Cummersdale the intention is for children to gain an understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide range of musical genres. We believe children need to understand and value the importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts. This is embedded both in the classroom activities as well as assemblies, whole school performances and the learning of instruments.

The aims of our music curriculum are to develop children who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Listen to, review and evaluate the work of various composers
- Enjoy and appreciate a range of different musical styles

Implementation

Our curriculum is designed to develop pupils' knowledge and understanding of Music. Music is taught with a progression of skills throughout the school from Reception to Year 6. We have adopted the Kapow Primary Music schemes of work to support our planning, ensuring the progressions in skill, but we do not use this exclusively and teachers have the autonomy to plan engaging, inspiring and challenging music lessons.

Various genres of music are listened to in assemblies on entry and exiting the hall. Children enjoy listening to this music and it broadens their knowledge of various artists. Music of the week has been used as a way of sharing our favourite music, which has involved staff sharing their favourite songs and providing reasons for their choice. This is filtered down to the pupils' where they can

choose the music of the week to share with their peers. This has enabled pupils to listen to music they possibly have not heard before from a range of artists and across a range of eras.

Children have many opportunities to show their musical abilities. Examples include:

Reception: Daily singing of nursery rhymes at the end of each day, the children are encouraged to choose their favourite rhymes which all children will then recite. Through the reciting of rhymes children are able to learn about volume and tempo and then adjust accordingly to create different effects. This is then developed further by adding in actions and musical instruments. A designated music area has been established in the classroom, where children are learning to follow simple colour coded music, developing an early understanding of the notes used to create a tune. They have access to a range of musical instruments including glockenspiels, a steel drum, hand bells, boom whackers, shakers and castanets which they can experiment with as well as play tunes on.

Year 1 and 2: The singing of songs throughout the curriculum for example in maths and history lessons. Through weekly music lessons the children learn musical vocabulary and have the opportunity to create and record music. They have opportunities to listen to a wide variety of music sometimes through their topic. For example Holst's planets suite in our Space topic and Carnival of the animals Aquarium music for our Seaside topic. Also listening to a wide genre of music through topics and creating art from listening to music. Through programmes such as purple mash children can create their music digitally.

Year 3 and 4: Children use singing and performing across the curriculum to help aid learning for times tables, spellings and grammar concepts and topic knowledge. Furthermore they have had opportunities recognising pattern, rhyme and rhythm when reading and reciting poetry. We have used a variety of digital platforms to create music including Garageband and Purple mash as well as using physical instruments including drums and glockenspiels.

Year 5 and 6: The children are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. The children have had the opportunity to develop their understanding of the texture of music using Incredibox. Using this app the children learn about how dance music is created, focusing particularly on the use of loops and mixes. They have also created soundtracks using Garageband to match narratives (The Highwayman poem).

Where possible we draw on external expertise to further enhance our curriculum. This has included using Ed Taylor (Carlisle Cathedral) to teach singing to the children across the school. The standard of singing is high and the children work towards internal whole school performances, providing the music for Key Stage 2 production of Oliver as well as performances within the wider community with other schools at the Cathedral and summer concerts. Musical experiences have also been taken out of the classroom with visits to the theatre to see pantomimes as well as musicals in Liverpool as part of the Key Stage 2 residential. Links with our local secondary, Caldew School have resulted in collaborative performances with other primary schools, Caldew's choir and their orchestra, giving the children the opportunity to sing alongside musicians.

Peripatetic teachers are used to provide lessons for those who have developed a love of music and want to develop these skills further with the potential for them to sit their grades. Peripatetic teachers have been used to teach piano as well as woodwind. A successful recorder group has operated with children often going on to learn woodwind instruments after this initial introduction.

Music is also catered for through extra curricular clubs taking place after school. This allows children the opportunity to have fun and experiment with the musical instruments in a relaxed manner, further developing the skills learnt in lesson time.

Pupils' learning is further enhanced with a whole school Music week. The whole school goes off timetable and work is done with a strong musical focus. During this week there is collaboration between the year groups ensuring that there is a clear progression of skills being demonstrated. This is then showcased by sharing with the other classes/parents in a celebratory assembly.

All pupils have access to a wide range of musical resources, these include not only physical resources but also digital resources which are used to support the curriculum and encourage the creativity of all children. Evidence Me is used in Reception to share videos of performances, with Showbie also being used for evidence work.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistant support. Adaptive technology being used to record evaluations to reduce the need for written work and voice notes being added to work are examples of this.

Impact

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This informal assessment also involves feedback to pupils on their achievements and progress in line with our marking and feedback policy.

Pupils in the Early Years are assessed within Expressive Arts and Design and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year.

The Music Subject Leader monitors the progress of pupils' by observing the work taking place. Through the monitoring of the evidence and discussion with pupils and staff, any gaps in learning can be identified

Curriculum Map

<u>Cycle A</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Reception</u>	Celebration Music: music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	Music and Movement: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Big Band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience
<u>Year 1 and 2</u>	Superheroes - An introduction to pitch and tempo. Composing simple tunes, exploring different instruments and investigating tempo changes. Space - Develop knowledge of musical language, identify elements in music and compare music by the same composer. Represent music in formal ways. (Listen to Holst's Planet suite)	Animals and classical animals- Using their bodies and instruments to listen and respond to pieces of classical music that represent animals. Learn songs and compose music focussing on dynamics and tempo. African call and response song (animals) Use instruments to represent animals, copying rhythms, learning a traditional African call and response song, recognise notation and create their own animals call.	All about me- Listen to a range of different music and playing games. Identify the difference between pulse and rhythm of a song and consolidate through listening and performing Western Stories - Orchestral instruments Introduction to instruments and identifying these within music. _
<u>Year 3 and 4</u>	Creating compositions in response to an animation Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.	Adapting and transposing motifs: Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	Change in pitch, tempo and dynamics Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.
<u>Year 5 and 6</u>	Film Music Exploring and identifying the characteristics	Theme and variations (Theme: Pop Art) Children explore the musical concept of theme	Musical Notation Based on the theme of Ancient Egypt, children learn

	of film music. Creating a composition and graphic score to perform alongside a film.	and variations and discover how rhythms can 'translate' onto different instruments.	to identify the pitch and rhythm of written notes and experiment with notating their composition.
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Cycle B	Autumn	Spring	Summer
Reception	Celebration Music: music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	Music and Movement: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Big Band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience
Year 1 and 2	Under the sea - Learning musical vocabulary such as Pulse, Tempo, Dynamics Pitch, Timbre and Rhythm whilst creating musical underwater compositions. Listen to Aquarium from Carnival of the animals. By the sea - Vocal and body sounds. Seaside sounds are listened to, moved to and represented, written then performed.	Myths and Legends- Understanding musical language and how timbre, dynamics and tempo affect the mood of a song. Fairytales - Through tales learn that different sounds can represent different characters and create a rhythmic pattern to tell a familiar fairy tale.	British Songs and Sounds - Create songs and sounds to represent seaside, country and city. Musical me Singing and adding tuned instruments for sound effects, experimenting with timbre and dynamics and notation
Year 3 and 4	Developing singing technique The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Body and tuned percussion A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.	Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.
Year 5 and 6	Composition to Represent a Festival of Colour: Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.	Songs of WWII Developing pitch, control and confidence when singing	Looping and Remixing: In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.

