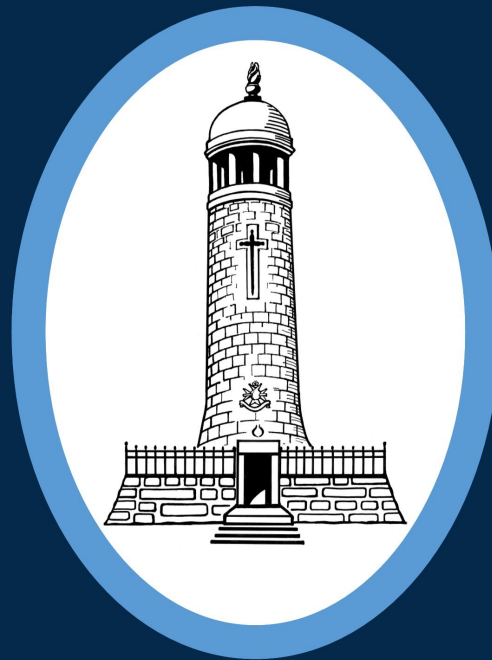


Crich Junior School



Music

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Introduction

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music Intent.

Music is a unique and expressive way of communicating that can inspire and motivate children. It is a means of personal expression and can play an important part in personal development in children. Through music we can express, represent and communicate our ideas and perceptions. The benefits of teaching music go far beyond those of many other subjects.

At Crich Junior School we understand how important music is as both a creative and academic subject but also the huge part it plays in a child's life. We intend to provide children with opportunities to listen to, compose and perform music, going beyond the National curriculum's objectives. All children will be taught to play an instrument and be given opportunities to learn to sing as a choir, perform to audiences through shows, assemblies and community gatherings and listen to a wide variety of musical genres, from live performances by orchestras and classical musicians to local folk groups and brass bands etc. Children will be given opportunity to join our school orchestra, choir and develop their own levels of musicality.

To develop children's learning to become the best musician that they can be, we aim to equip them with the following skills:

- Broaden children's musical awareness and foster an appreciation of music from different times and cultures.
- Ensuring progression of musical skills involved in performing, composing, listening and appraising.
- To encourage children to express themselves through music and develop self-esteem and self-discipline through musical achievement.
- Involve every pupil in music making and enable them to realise their individual creative potential.
- Contribute to the life of the school and the wider community and to enrich and contribute to other areas of the curriculum.
- A desire to challenge themselves by undertaking the study of new instruments and the further study of their own instrument.
- Encourage children to leave school with a love of music and happy memories of their musical experience that they will want to continue to develop and enjoy.

Implementation

Music is taught in the following ways:

- 3 x peripatetic music teachers who teach the whole school in mixed age groups. These lessons cover all aspects of the National Curriculum objectives
- School orchestra, handbells, and recorder ensemble are also taught through these lessons
- Music teachers provide individual /group tuition for a wide range of musical instruments which include: piano, guitar, ukulele, drums, flute, clarinet, violin, viola, recorder and double bass
- Children listen to a wide range of music in assemblies
- The children regularly sing in music lessons, assemblies and in their classes
- School shows, performances and concerts give opportunities for children to sing and play instruments (including within the community)
- The school has an after school club choir

Impact

Our children can all be seen performing musically throughout the school. They can all follow musical notation and understand rhythm.

Music is a hugely enjoyable subject which helps children who might otherwise struggle to stay engaged in school. It positively impacts on the mood of the children and increases self-esteem and confidence.

As well as benefitting children on an emotional level, music also helps with:

- Coordination
- Concentration
- Memory
- Language
- Reasoning
- Creativity

We aim for all of our children to have:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of the historical, social and cultural origins of music.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities

KS2 Music Progression Map

	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

KS2 Music Progression Map

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>
Composing - Improvise	<p>Pupils should be taught to:</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Pupils should be taught to:</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Pupils should be taught to:</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Pupils should extend their improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>

KS2 Music Progression Map

Composing - Compose	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Pupils should be taught to:</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Pupils should be taught to:</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Pupils should be taught to:</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>

KS2 Music Progression Map

	Year 3	Year 4	Year 5	Year 6
Performing - Instrumental Performance	<p>Pupils should be taught to:</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p>Pupils should be taught to:</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Pupils should be taught to:</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>Pupils should be taught to:</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>

KS2 Music Progression Map

	Year 3	Year 4	Year 5	Year 6
Performing - Reading Notation	<p>Pupils should be taught to:</p> <p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Pupils should be taught to:</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Pupils should be taught to:</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Pupils should be taught to:</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations</p>