

Music Curriculum



**Highfield
Church of England
Primary School**

Psalm 150

- ¹ Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens.*
- ² Praise him for his acts of power; praise him for his surpassing greatness.*
- ³ Praise him with the sounding of the trumpet, praise him with the harp and lyre,*
- ⁴ praise him with timbrel and dancing, praise him with the strings and pipe,*
- ⁵ praise him with the clash of cymbals, praise him with resounding cymbals.*
- ⁶ Let everything that has breath praise the LORD. Praise the LORD.*

Intent

Our intention is that children gain a firm understanding of what music is through listening, playing and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Highfield is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and 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. We want children to enjoy performance in a range of instruments and through song.

We believe that children should be given the opportunity to create music (using voice and instruments) so that they can express themselves creatively, as an individual and as part of a group.

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 a variety of musical genres.

Aims

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Core Components

Each music unit will include the three core components:



1. Performance: Children will develop their musical skills by playing instruments and singing. They will practice and perform pieces individually and in groups, learning techniques, expression, and stage presence. Performance activities will help build their confidence and ability to share music with others.



2. Listening and Appreciating: Children will enhance their auditory skills by listening to a variety of musical genres, styles, and cultures. They will learn to recognise different elements of music, such as rhythm, melody, harmony, and dynamics. Through guided listening and discussion, they will develop an appreciation for the diversity and richness of musical expression.



3. Exploring Sounds: Children will experiment with creating and manipulating sounds using their voices, instruments, and technology. They will explore concepts such as pitch, timbre, and texture, and learn how to compose and improvise their own music. This component encourages creativity and a deeper understanding of the fundamental elements of music.

Curriculum

Early Years Foundation Stage - We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage 1 & 2 - In Key Stages 1 and 2, music is a distinct subject, but there are opportunities for aspects of music most to connect with the topics being studied in other subjects e.g. using key topic words to teach notation. There is 1 hour of music per week. The subject progression ladders are structured and developmental to allow knowledge and understanding to progress alongside level of maturity and confidence and is based on the NC.

Planning

Our school uses the national curriculum for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge

in each teaching unit, the progression ladders ensure that the children are increasingly challenged as they move through the school.

Year 3 follow Prepare2Play and Year 4 follow the SoundBites programme; both run by Southampton Music Services.

Our planned programme of study will teach children to:

- Sing- *developing skills from group singing to singing complex songs in harmony.*
- Play instruments-*develop the skill of playing a variety of instruments and learning musical notation.*
- Improvise-*experimenting with tuned and untuned instruments to create melodic and rhythmic improvisations.*
- Compose-*create music with melodic and rhythmic patterns and structure.*
- Listen-*to a range of recorded and live music(including their own performances), responding appropriately*

These skills will be developed alongside the key areas of BLP as addressed in the Teaching and Learning policy.

Teaching Music

Our children are taught music in a way that ensures progression of skills, and follows a sequence to build on previous learning. They will gain experience and skills of a wide range of dimensions of music in a way that will enhance their learning opportunities, enabling them to use music in a wide variety of contexts, ensuring they make progress.

All pupils are to be given access to the music curriculum, and pupils will be taught and work as a whole class, in groups, pairs or individually (on different scales) as appropriate. All children will be involved in performing, listening and evaluating their own work and those of other children, musicians and composers._

With the exception of Years 3 &4, where possible, music is incorporated into the themed curriculum, linking to the cross-curricular topics for each half term. Cross-curricular links with each theme can also include PSHE & Citizenship, Speaking and Listening, ICT and Science.

Assessment, Recording and Reporting

Assessment forms an integral part of the learning cycle and evidence of learning will come from:

- self-assessment
- peer assessment
- whole group assessment
- teacher or other adult assessment (eg Observing how they perform in lessons)
- joint teacher-pupil assessment

Assessment provides an opportunity to reflect on and identify specific learning as well as identifying future learning needs. In both key stages, teachers will informally assess children's skills and attitudes on a regular basis and record particular strengths and weaknesses. We provide an end of year progress statement that gives parents the opportunity to formally communicate responses to their child's report.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Southampton Music Service. Parents from Y2-Y6 who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons can be taught individually or in small groups with a wide variety of instruments to choose e.g. guitar or harp. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Additional Music Opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have KS1 and KS2 school singing clubs which we encourage all children to join. These meets on a weekly basis and, although their primary aim is to enable children to enjoy singing together, they also perform in public on a number of occasions throughout the year.

In addition, a school orchestra of approximately 30 members meets before school. There are opportunities throughout the year for these musicians to perform regularly, but the Summer Concert is the main event. All Y6 musicians are given the opportunity to perform a solo on their instrument during this concert, alongside the orchestra. This recognises their achievements and celebrates their success.

Finally, Y6 pupils are encouraged to set up and run their own ensembles. In the past there have been worship groups, a quintet and a pop group.

As a school, we relish the opportunity to take part in many extra musical experiences that arise— from KS1 learning Sea Shanties and performing them as part of a massed choir by the city walls, to the YR children taking part in an interactive concert at the Turner Sims Concert Hall by the Aurora Orchestra.

In conclusion, we provide opportunities throughout the year for budding musicians to perform and for all children to experience a broad range of musical experiences.