



## Music Curriculum Statement

### Subject Intentions

#### **Our C.L.E.A.R curriculum drivers are:**

CARE	We treat each other and property with respect We keep ourselves physically and emotionally safe and healthy
LEARN	We know learning helps us grow by doing and knowing more We learn and challenge ourselves in different ways to reach our goals
ENGAGE	We value and enjoy all learning opportunities and experiences We are proactive members of our learning communities
ACHIEVE	We set high expectations of ourselves and always give our best We take pride in all we do and celebrate all our efforts
REFLECT	We embrace our next-steps in learning We find ways and seek to do things better next time

#### **Our curriculum is implemented through;**

An **EPIC** approach to learning;

- Enquiry-led - children are active partners in their learning.
- Purposeful - learning is meaningful and there is an end goal.
- Innovative - learning is personalised to meet children's needs.
- Challenging - the pitch, pace and standards of learning are right for each individual child.

A child who has acquired the crucial knowledge and developed proficiency in Music will **demonstrate** they are able to engage with, compose and perform. They should be able to use key terms to analyse and discuss key features of a piece in order to develop an understanding and appreciation for music. They will use knowledge to compose their ideas and perform them. They will have the ability to follow instructions to perform a piece of music as group or class, with knowledge of how to express themselves when following a piece.

We have **organised** our Music curriculum based around key concepts:

- Duration
- Timbre
- Tempo
- Pitch
- Texture
- Timbre
- Structure
- Dynamics

#### **How is the Music curriculum organised?**

Within each of these areas are some suggested repertoire choices to support teachers in delivering the curriculum and suggested approaches to demonstrate the way in which musical listening, meaning, performance and composition are linked.

The curriculum takes its starting point as the ambition that every child should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community.



The curriculum aims to support all pupils in their musical progression through the year groups. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at infant school.

### **The progression of the Music curriculum**

The music curriculum overview sequences learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

We aspire for every child to develop their knowledge and understanding of music during their time at Foxhills. This will come from regularly revisiting knowledge and applying it in new or different contexts because it aids children in connecting new information to an existing schema. This strengthens children's memory. Acquiring the characteristics of effective learning will also support our children in developing their knowledge and understanding.

In the EYFS the children are actively encouraged to have a go and try something new. This is evident in the characteristics of effective learning to play and explore, be active learners and to create and think critically. This will allow children to explore sound through hands on activities; listen to and develop an appreciation for music; learn that different sounds have a musical effect; to combine sounds; work together to compose and perform a piece of music. We strive for the characteristics of effective learning established in Year R to continue throughout the children's learning journey to support their knowledge, understanding and passion for music. In year 1 children will revisit what they've learnt in Year R; learn key terminology to discuss music and sound; practically compose a piece of music and make basic notations. Finally, in year two, children will continue to learn key vocabulary to describe a piece of music; understand that composing illustrates the musician's ideas; compose a piece of music, making their own notations, and perform their work.

### **Subject Implementation**

The curriculum mapping stipulates which concept will be taught each half term and the crucial knowledge that every child will acquire in order to reach a particular curriculum milestone. Hampshire Music Service model lesson plans are adapted to create a learning journey of small steps, whereby knowledge builds incrementally towards an outcome and skills are explicitly taught, so that children are able to use their knowledge in different ways. Teaching through a carefully designed learning journey gives teachers and children total clarity over 'why this, why now?' Learning is therefore relevant, meaningful and our integrated learning unit approach to delivering learning journeys mean that learning is engaging for children.

The mapping has been in place since Autumn 2 2021.

Music Learning Journeys are blocked over the period of a week. The Journey themes are linked in Integrated Learning Units to form part of a topic where applicable, however they are taught discretely to preserve the subject discipline.



Each Learning Journey forms a topic which focuses on one or two musical concepts. Each concept introduces new knowledge or builds upon prior knowledge taught. The concepts are developed across the journey through learn, practise and apply sequences.

- In the learn phase the learning is identified and planned musical intentions are identified.
- In the practise phase children explore the learning and deepen their understanding. Learning is put in practical contexts.
- Finally in the apply phase the children apply their understanding by creating, improvising and composing. They are encouraged to use their own imagination.

Throughout the learning Journey the children work individually and in different sized groups. Each phase is progressive across EYFS and KS1 (See Progression of concepts chart). In EYFS the Learning Journey is initially taught as a whole class with follow-up activities provided during MOLE time in continuous provision.

The musical concept knowledge is developed through the following musical skills;

- Listening and responding
- Describing and discussing
- Notating
- Singing
- Playing
- Rehearsing and Performing

These skills are progressive across EYFS and KS1 (See Progression of skills chart).

The **characteristics** of effective learning in Music are...

- The ability to play a tuned and untuned musical instrument
- The ability to experiment and create sounds to compose music
- The ability to follow the instructions of a conductor
- The ability to understand and use some musical language (timbre, texture, duration, structure, tempo, pitch, dynamics)
- The ability to have the confidence to perform in front of an audience
- The ability to listen with concentration and engage in a piece of music
- The ability to sing and use their voice expressively

### Subject Impact

#### **Provision for Pupils with SEND**

The provision for pupils with SEND is entirely personalised. Typical barriers for children with SEND in music include speech and language difficulties, poor enunciation, self-regulation, poor coordination, organisation or issues with movement or mobility. It is really important to consider each unique child and their individual needs. Effective provision pupils with SEND require are; quality first teaching, pre-teaching of crucial knowledge, careful mixed-ability pairings to enable pupils to learn from one another, adult support (where necessary). At Foxhills, we believe that every pupil, regardless of their background, can engage with and appreciate music.

- Children with SEND may need help in managing the written communication aspects of music (use of symbols). If needed, a larger print, colour codes, multi-sensory reinforcement can be used to support their learning. Key terms and symbols should be clearly explained to the child, potentially through pre-teaching, to ensure understanding.



- With difficulties singing or speaking, children will be encouraged to use different forms of communication, such as gesture and movement. There will also be opportunities to learn about music through physical contact with an instrument and/or sound source.
- If a child has a hearing impairment and is unable to hear sounds clearly or at all, sensory and physical contact will be essential for them to learn through the vibrations.
- For children who are visually impaired, sensory and physical contact will be essential. Opportunities to listen to music and physically explore sound will be available, with adult support if necessary.
- Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills are also available.
- Children who have poor coordination will have the opportunity to listen to music a few times to hear the beat and identify key features. They will also have extra time to compose or perform and adult support, if necessary.

### **Provision for pupils learning at greater depth**

#### **YR**

- Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed.
- Independently choose and use different sounds for a purpose.
- Independently choose and use a range of sounds including body sounds, other sound makers and classroom percussion with increasing control and accuracy demonstrating understanding of the simpler dimensions, for example dynamics and tempo.

#### **Y1**

- Find, use, respond to, recognise and describe a range of high, low and middle sounds.
- Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat,
- Recognise and describe, choose and use simple structures used for a purpose.

#### **Y2**

- Describe, control and extend the use of getting louder and quieter
- Describe, control and extend the use of getting faster and slower.
- Recognise, describe and create melodic shapes, including the use of steps, leaps repeated notes.
- Distinguish between a steady beat and rhythm patterns accurately, being able to fit them together with confidence.
- Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques.
- Recognise, describe and use solo sounds and layers of sounds for a specific purpose.
- Extend the controlled use of a range of tuned and untuned percussion instruments. Use appropriate musical vocabulary to describe the sounds made. Play with obvious music intent.

### **How can they be challenged?**

Greater depth musicians should have the opportunity to talk about the ideas and processes which have led them to make music. They can talk about features of their own and others work, recognising the differences between them and the strengths of others. They should be able apply what they've learned in music to other subjects, applying their knowledge consistently, confidently and fluently. Children should also have the opportunity be involved in music, outside of lessons, including productions in and out of school.

**Strengths in Music are:**

- Whole School Long term plan in place
- Medium Term Planning in place for all year groups which includes clear progression
- Powerpoints for each unit of work – takes teachers step by step through the lesson with additional support guidance
- Rocksteady Workshop for all year groups took place with the opportunity for parents to sign up pupils for in-school music lessons. The school is providing free places for pupil premium children. Workshop took place 3/12/21. Lessons are taught Tuesday afternoons (11/1/22 onwards). Rocksteady pupils perform to the whole school and parents once a term.
- Whole school drumming sessions took place Spring 2, 2022 term through Hampshire Music Service 3/3/22, 10/3/22, 17/3/22, 24/3/22. The sessions were supplemented by the class teacher for the remainder of the half term and children performed in celebration of work performances to parents. Drumming sessions are booked again for Spring 2, 2023.
- Christmas performances to parents (all year groups) were reinstated following lock-down in December 2021 and a year 2 summer concert in July 2022.
- Children in Year 2 were taught the recorder in the summer term 2022.
- Whole class sets of ukuleles & Boomwhackers have been purchased for use in 2022-23.

**Areas for development are....**

- Arrange time to liaise with junior staff to discuss the progression in music planning across the primary phase
- Develop Music Assessment
- Develop ways to collate Music evidence
- Support/ training of staff for the year group teaching of tuned instruments