

Music Curriculum Intent 2024-5

Summary Statement

At Beechwood, the Music curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the musical knowledge, skills and understanding and attitudes that will both prepare them for the next stage in their education and enable them to live successful lives in the future.

The Beechwood music curriculum aims to:

- give pupils the opportunity to 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;
- teach pupils to sing and to use their voices, 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;
- ensure that pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and appropriate musical notations.

Key Concepts and Ideas:

There are a number of important concepts that will be revisited in each music unit as children progress throughout school. This will ensure children learn that these are the key elements of musical competence and understanding;

- **Function of Music:** that music is a universal language that embodies one of the highest forms of human creativity and engagement; that music can be used for a variety of purposes, including the expression of aspects of self and the construction and interpretation of experience;
- **Elements of Music:** that the essential components of music are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
- **Performance:** that musical expression can be given form through a variety of different instruments (including the human voice) and involve a range of different media;
- **Composition:** that unique and original musical expressions can be generated through the organisation and manipulation of ideas within musical structures;
- **Response and Critical Appreciation:** that response to music is subjective but that there is a critical vocabulary that can be used to discuss, evaluate and compare different musical works, including terms relevant to different historical periods, genres, styles and traditions.
- **Listening:** Children will have focused time at the start of each session to listen to a wide range of music and tune into what instruments they can hear, how the music makes them feel and what they can visualise while listening to the pieces.

Music body of knowledge – a rationale

Early Years:

In Early Years children are given opportunities to explore musical instruments, listen to music and sing songs. Children learn simple songs, and nursery rhymes and participate in weekly singing sessions. Time is spent making musical instruments including sound shakers. Children will experiment with ways of playing instruments for example loud, quiet, fast and slow. Every year children spend time learning songs for the annual Christmas performance.

Key Stage 1:

Children are taught how to use their voices expressively by singing and speaking in chants and rhymes. The children play (simple) tunes and un tuned musical instruments in a controlled way. They explore and experiment with sounds and create their own short compositions. They learn to listen carefully, finding out and describing how sounds can change; for example, getting higher, lower, louder and quieter. They experience a wide range of music from different times and cultures including live and high-quality recorded music. They learn to keep to a steady rhythm when singing and playing music.

Key stage 2:

Children use their voices expressively with increasing accuracy, fluency and control performing in an ensemble and solo contexts. They are developing their knowledge of a range of musical notations and using them correctly. At this age, children begin to learn how to express their ideas and feelings through their own music and evaluations of performances. They listen to many types of music, appreciating and understanding a wide range of live and high quality music drawn from different cultures and traditions. They talk and write about music using musical terms, describing them and comparing them and making judgements. The children are developing an understanding of the history of music.

Music specific to year groups:

Nursery

In Nursery children have daily opportunities to explore music through the areas of provision and it is weaved carefully through every topic so children have exposure to it throughout the year. Time is spent developing children's gross motor skills so they can hold the instruments correctly using one hand. Listening skills are developed so that children can sit and listen to music and songs. Phase 1 phonics is taught in Nursery in which children are taught the skills to tune into sounds they can hear. Children can explore the sounds instruments make, sing songs and make their own simple instruments. Weekly singing sessions take place for Nursery with a specialist music teacher from ArtForms.

Reception

In Reception children have daily opportunities to explore music through the areas of provision and it is carefully weaved through every topic so that children have exposure to it throughout the year. Time is spent developing children's fine motor skills so that they can share and take turns with the instruments, listen to music and building their confidence so they are able to perform. Children perform at their Christmas Nativity and have weekly singing sessions with a specialist music teacher from Artforms. In Reception children receive one music session a week. Children learn songs throughout the year that support thematic weeks for example Black History month and Earth Day.

Year 1

In Year 1 children have weekly music sessions taught through the charanga scheme. Children experience weekly singing sessions from a specialist music teacher. Pupils are taught various songs some of which are related to other subject areas including thematic Studies that they are undertaking at that time. Other songs are also learnt in relation to the time of year, e.g. Harvest songs in the autumn term, and also for performances to parents such as Black History Assemblies and Christmas performances. Pupils also have a weekly half hour of drumming for half a term each year, again with an Artforms specialist musician who leads the lesson teaching different rhythms and using the Bamboo Tamboo.

Year 2

In Year 1 children have weekly music sessions taught through the charanga scheme. Children experience weekly singing sessions from a specialist music teacher. Pupils are taught various songs some of which are related to other subject areas including thematic Studies that they are undertaking at that time. Other songs are also learnt in relation to the time of year, e.g. Harvest songs in the autumn term, and also for performances to parents such as Black History Assemblies and Christmas performances. Pupils also have a weekly half hour of drumming for half a term each year, again with an Artforms specialist musician who leads the lesson teaching different rhythms and using the Bamboo Tamboo.

Year 3

In Year 3 children are taught using the Charanga music scheme. Pupils are taught in ½ class groups for half an hour a week for half a term about with the year group partner class. Pupils are introduced to playing tuned percussion, using glockenspiels and are also introduced to formal notation and key concepts such as pulse, rhythm, pitch, tempo, dynamics, listening to and appraising different pieces of music from different genres and styles of music. Pupils are taught more complex, age appropriate, songs in the weekly singing lessons with Year 4 and continue to build on the work in Key Stage one on accuracy, control and fluency when singing. Year 3 have the equivalent to a full term of drumming a year in which they continue to develop their Bamboo Tamboo skills.

Year 4

Children in year 4 continue to be taught to read formal musical notation, playing as part of a group and musical theory from the Charanga scheme. Pupils continue to be taught more complex, age appropriate, songs in the weekly singing lessons with Year 3 and continue to build on the work in Key Stage one on accuracy, control and fluency when singing. Pupils are introduced to playing tuned percussion, using glockenspiels and are introduced to formal notation and key concepts such as pulse, rhythm, pitch, tempo, dynamics, listening to and appraising different pieces of music from different genres and styles of music. Year 4 have the equivalent to a full term of drumming a year in which they learn the Djeme drums. This year are also given the opportunity to attend weekly steel pan sessions.

Year 5

In Year 5 pupils continue with the Charanga music scheme being introduced to different genres of music such as rock, rap and Motown. They continue to be taught to use the glockenspiel to accompany the songs they are learning, they continue to read musical notation, and accompany them with more complex rhythms and improvise their own musical riffs. They also begin to compose based upon the varied songs they learn. They also learn songs with different vocal parts, such as lead and backing vocals. Some pupils continue with weekly steel pan tuition and begin to perform more challenging musical pieces together. Year 5 have the equivalent to a full term of drumming a year in which they continue to learn Djeme drums.

Year 6

Continuing with the Charanga scheme, in Year 6 pupils continue to learn a variety of songs from various Genres and to listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Pupils also are taught to use correct musical language to describe the music they are listening to and their feelings towards it. They are taught that to understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. They continue to learn to sing as an ensemble and play and perform together, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. All pupils receive half a term Djeme drumming sessions a year through ArtForms. Children have the opportunity to continue to develop their steel pans during weekly sessions, beginning to perform more challenging musical pieces together.

Relevance to School Curriculum Aims

An extended concept of curriculum provision

Music forms part of the school's extended curriculum provision....

An explicit development of pupils' creative skills

Music forms a key part of developing children's creativity in the school, with all pupils having opportunities to develop their musical ability through singing and performing. Pupils in upper KS2 have the opportunity to take their musical ability further with Steel pan tuition.

A sense of community at a local, national and international level.

Music plays a vital role in introducing pupils to a wider understanding of British culture and also the culture of other countries as they are taught songs from various times and places and learn to understand the importance of music culturally, not just a limited exposure to music listened to at home.

Learning is meaningful, relevant and enjoyable.

Pupils learn music and songs from a wide variety of sources and are given the opportunity to extend their own musical ability through different genres and styles of music and to enjoy performing musically.