

## **NAWTON AND ROSEDALE ABBEY FEDERATION**

### **CURRICULUM STATEMENT FOR MUSIC**

#### **Intent**

The national curriculum says: “Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.” At Nawton Community Primary School and Rosedale Abbey Primary School we cover the National Curriculum for music using Charanga. We believe that music is an integral aspect of communication and can influence how people think, feel and respond. Music requires active participation and creates a strong sense of community through collaboration. Our music curriculum is designed to enable children to understand musical concepts through a repetition- based approach, which develops a more secure and deeper understanding of musical skills, knowledge and concepts. We teach music through a learning spiral, overtime children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. We use a mastery approach which incorporates both a deeper understanding of musical skills and concepts and learning something new. Children also participate in a weekly singing assembly, including using a wide range of music with Makaton signing.

#### **Implementation**

Music is taught every term in a block. All musical learning is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning. Each unit of work involves:

#### **Listening and appraising:**

The national curriculum says:

- “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.
- Expected musical learning for the end of Key Stage 1: Listen with concentration and understanding to a range of high-quality live and recorded music.
- Expected musical learning for the end of Key Stage 2: 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.

#### **Musical activities including singing, playing, improvising and composing:**

The national curriculum says:

- “Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- “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.”
- “Create and compose music on their own and with others.”
- “Create and compose music on their own and with others.”

**Performing and sharing.**

**Curriculum Coverage:**

ACADEMIC YEAR 2023/2024	ACADEMIC YEAR 2024/2025	ACADEMIC YEAR 2025/2026	ACADEMIC YEAR 2026/2027	ACADEMIC YEAR 2027/2028	ACADEMIC YEAR 2028/2029	ACADEMIC YEAR 2029/20230
YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B	YEAR A

**YEAR A:**

	Autumn Term	Spring Term	Summer Term
<b>Nursery and Reception</b>	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1 and 2	Hands, Feet, Heart	I Wanna Play in a Band	Friendship Song
<b>Year 3 and 4</b>	Mamma Mia	Stop!	Blackbird
<b>Year 5 and 6</b>	Happy	You’ve Got a Friend	Music and Me

**YEAR B:**

	Autumn Term	Spring Term	Summer Term
<b>Nursery and Reception</b>	Me!	My Stories	Everyone!
<b>Year 1 and 2</b>	Hey You!	In the Groove	Your Imagination
<b>Year 3 and 4</b>	Let your spirit fly	Three little birds	Bringing us together
<b>Year 5 and 6</b>	Livin’ on a Prayer	Dancing in the Street	Summer Performance

**Impact**

We use a ‘plan, do, check, review’ approach to teaching music. Misconceptions and addressed continually. Teachers will assess children against a simple success criterion for the units they have covered.

Within the musical teaching of the curriculum outlined above, each class will receive a half- term taught by a specialised music teacher, focusing specifically on playing instruments including percussion, ukelele and keyboard. This is **additional** to the music curriculum in place.

**EYFS MUSIC CURRICULUM:**

<p><b>Nursery 22-36 months</b></p>	<p><b>EXPLORING AND USING MEDIA AND MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sounds</li> </ul>
<p><b>30-50 months</b></p>	<p><b>EXPLORING AND USING MEDIA AND MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</li> </ul> <p><b>BEING IMAGINATIVE:</b></p> <ul style="list-style-type: none"> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
<p><b>40-60 months</b></p>	<p><b>EXPLORING AND USING MEDIA AND MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul>
<p><b>Early Learning Goals</b></p>	<ul style="list-style-type: none"> <li>• Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</li> <li>• Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</li> <li>• Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</li> </ul>

<b>Cross- Curricula Links</b>	<p><u>Me!</u> Exploring, growing, homes, colour, toys, how I look.</p> <p><u>My Stories</u> Using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p> <p><u>Everyone!</u> Family, friends, people and music from around the world.</p> <p><u>Our World</u> Animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea space.</p>
<b>Learning Outcomes</b>	<p>I can listen to music.</p> <p>I can respond to music.</p> <p>I can explore music (initially using voices only but building to classroom instruments too).</p> <p>I can create music (initially using voices only but building to classroom instruments too).</p> <p>I can sing nursery rhymes and action songs.</p> <p>I can share and perform music.</p>

**YEAR 1 AND 2 MUSIC CURRICULUM:**

<b>National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high- quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<b>Learning Outcomes</b>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>• I know what the songs are about.</li> </ul>

- I know and recognise the sound and names of some instruments the song uses.
- I know that some songs have a chorus or a respond/ answer part.
- I know that songs have a musical style.

**Games:**

- I know that music has a steady pulse, like a heartbeat.
- I know that we can create rhythms from words, our names, favourite food, colours and animals.
- I know that rhythms are different from the steady pulse.
- I know we add high and low sounds (pitch) when we sing and play our instruments.

**Singing:**

- I can confidently sing or rap five songs from memory and sing them in unison.
- I know that unison is everyone singing at the same time.
- I know that some songs include other ways of using the voice (e.g., rapping).
- I know why we need to warm up our voices.

**Playing:**

- I can learn the name of the notes in my instrumental part from memory or when written down.
- I know the names of the instruments I am playing.
- I know the name of un-tuned percussion instruments played in the classroom.

**YEAR 3 AND 4 MUSIC CURRICULUM:**

**National Curriculum**

**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 notation.
- 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.

**Learning Outcomes**

**Listen and Appraise:**

- I know five songs from memory and who sang them or wrote them.
- I know the style of these five songs.

- I can choose one of these songs and talk about: The lyrics, any musical dimensions and where they are used (e.g., texture, dynamics, tempo, rhythm and pitch), the main sections of the song (e.g., introduction, verse, chorus), name some of the instruments heard in the song.

**Games:**

- I can find and demonstrate the pulse.
- I know the difference between pulse and rhythm.
- I know how pulse, rhythm and pitch work together to create a song.
- I know that every piece of music has a steady pulse/ steady beat.
- I know the difference between a musical question and answer.
- I know and can talk about pulse, rhythm and pitch.
- I know the difference between pulse and rhythm.
- I know how to keep the internal pulse.
- I can create musical ideas for the group to copy or respond to.

**Singing:**

- I know that singing in a group can be called a choir.
- I know a leader or conductor is the person who the choir or group follow.
- I know that songs can make you feel emotion.
- I know that singing as part of an ensemble of large group is fun, but that you must listen to each other.
- I know why we must warm up our voices.
- I know that a solo singer creates a thinner texture than a large group of singers.

**Playing:**

- I can talk about the instruments used in class (a glockenspiel, recorder, xylophone).
- I know that other instruments might be played in a band or orchestra.

**Improvisation:**

- I know that improvisation is making your own tunes up on the spot.
- I know when someone improvises, their own tune belongs to them, and it has never been heard before.
- I know that using two notes confidently is better than using five notes unconfidently.
- I know that if I improvise using notes, I am given I cannot make a mistake.
- I can use some of the riffs I have heard in the 'challenges' in my improvisations.

**Composition:**

- I know that a composition is music created by me and kept in some way.
- I know I can play a composition again to an audience.
- I know the different ways of recording my compositions (letter names, symbols, audio).

**Performance:**

- I know that performing is sharing music with other people or an audience.
- I know that I need to have planned everything to be performed.
- I know that you must sing or rap the words clearly.
- I know that a performance can be a special occasion involving an audience I don't know.
- I know that each performance is planned differently for different occasions.
- I know that performance involves communicating emotions, thoughts and ideas about the music.

**YEAR 5 AND 6 MUSIC CURRICULUM:**

<b>National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notation.</li> <li>• Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
<b>Learning Outcomes</b>	<p><b>Listen and Appraise:</b></p> <ul style="list-style-type: none"> <li>• I know five songs from memory, who sang them or wrote them, when they were written, and if possible, why?</li> <li>• I know the style of these five songs and can name other songs of that style from the other units.</li> </ul>

- I can choose two or more of these songs and talk about: The style indicators of the songs (musical characteristics that give the songs their style), the lyrics (what the songs are about), any musical dimensions featured in the song (texture, dynamics, tempo, rhythm, pitch, timbre), identify the structure of the song (introduction, verse, chorus), name some of the instruments in the song, the historical context of the songs, we all have a musical identity.

**Games:**

- I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
- I know how to keep the internal pulse.
- I can create musical ideas for the group to copy or respond to.

**Singing:**

- I can confidently sing five songs and their parts from memory and sing them with a strong internal pulse.
- I know the style of the songs so I can represent the emotion and context to the audience.
- I can choose a song and talk about: The main features, singing in unison, the solo, the lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics, the importance of warming up my voice.

**Playing:**

- I can talk about the different ways of writing music down (staff, notation, symbols).
- I can read the notes C, D, E, F, G, A, B, C on the treble stave.
- I can talk about the instruments I might play in a band or orchestra, or my friends may play.

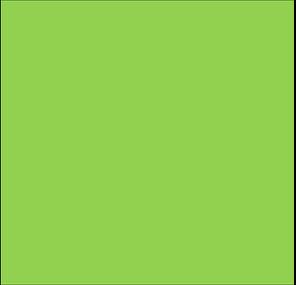
**Improvisation:**

- I know that improvisation is making your own tunes up on the spot.
- I know when someone improvises, their own tune belongs to them, and it has never been heard before.
- I know that using two notes confidently is better than using five notes unconfidently.
- I know that if I improvise using notes, I am given I cannot make a mistake.
- I can use some of the riffs I have heard in the 'challenges' in my improvisations.
- I can name three well-known improvising musicians.

**Composition:**

- I know that a composition is music created by me and kept in some way.
- I know a composition has a pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- I can recognise the connection between sound and symbol (notation).

**Performance:**

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- I know that performing is sharing music with other people or an audience with belief.
  - I know that I need to have planned everything to be performed.
  - I know that you must sing or rap the words clearly.
  - I know that a performance can be a special occasion involving an audience I don't know.
  - I know that each performance is planned differently for different occasions.
  - I know that performance involves communicating emotions, thoughts and ideas about the music.