

# STEETON PRIMARY SCHOOL

## MUSIC CURRICULUM



**PERFORM**



**UNDERSTAND**



**CREATE**

# MUSIC CURRICULUM AT STEETON PRIMARY SCHOOL

## INTENT

The music curriculum at Steeton Primary School allows children to nurture their interest in the subject through enjoyable discreet music lessons enrichment with musical experiences throughout their time here. Our music curriculum has been planned in a systematic way building on the knowledge and understanding children have learnt previously. As pupils progress, they will develop a deeper understanding of music, exploring and listening to a range of different music genres and improving their own technical music skills through playing instruments and singing. Pupils will have opportunities to explore their own creative potential and, through wider listening, to come to a broader understanding of musical culture and meaning.




Our curriculum offers our pupils the chance to *understand, perform* and *create* an aural dimension that sits outside out capacity to describe in words. We wish to provide building blocks of music experiences that children will enjoy and pursue later in their education. As children progress within the subject of music, their self-confidence and confidence to perform in front of others will increase and subsequently enjoy playing instruments and singing as a performer. Ultimately it is our intent that over time children will make more music, think more musically and consequently become more musical.

## IMPLEMENTATION

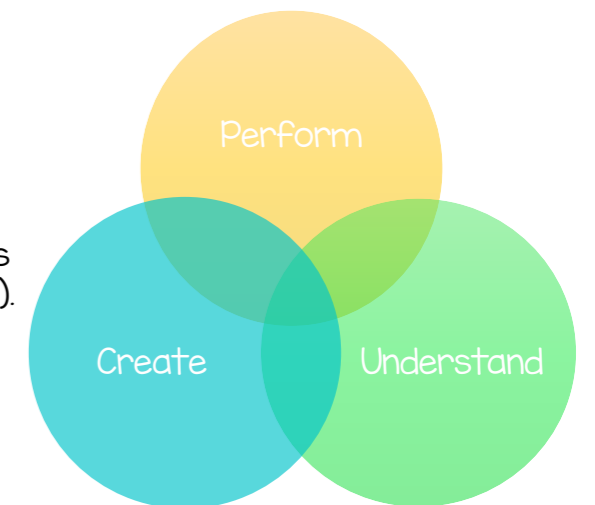
We have selected the Early Learning Goals that link most closely to the music national curriculum: Expressive Arts and Design (Being Imaginative and Expressive); Children in our EYFS will sing a range of well-known nursely rhymes and songs and have opportunities to perform songs, rhymes, poems and stories with others and also have opportunity to move in time with music. This will create a building block for the subject of music in Key Stage 1 and Key Stage 2.

Through the musical programme Charanga, in Key Stage 1 teachers plan and teach discreet, inclusive music lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning and enjoyment. The Charanga programme has been designed specifically for the teaching of music in primary schools and are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. In the subject of music, children may forget a lot of what they learn after their first encounter, so planning and teaching music in this way means consolidation of newly learned knowledge can become embedded as learning. Children in Key Stage 1 devote a full year on each tuned musical instrument of our choice: Glockenspiel and 'Boomwhackers'. Learning and practicing for a whole year means children can build upon their skills in the tuned instrument simultaneously to learning new knowledge about music elements and components. Alongside learning how to play these tuned instruments children will also have many opportunities to plan untuned instruments throughout the phase and practice controlling sound with their voices.

Each lesson combines the three key concepts for music:

|   | Concept    |
|---|------------|
|  | Perform    |
|  | Understand |
|  | Create     |

These three concepts are based upon the 'three pillars of progression in music'. Perform (Competence in controlling sounds both instrumental and vocal); Understand (Knowledge of the musical elements and components); Create (Musical creativity). A well sequenced curriculum is planned and taught through a combination of these three concepts, leading to 'musical understanding'.



In Key Stage 2 children are taught discreet instrumental lessons through the Music Service. Children have the opportunity to develop the above concepts with both tuned (ukulele) and untuned (samba drums). Children are taught about the key musical concepts/vocabulary and have lots of opportunity to develop their instrument playing skills. The 'vocal' part of the music curriculum is mostly taught in classes and performed in assemblies. We enhance the core provision of music curriculum lessons with singing assemblies, class performances and enrichment opportunities such as choir. We also have musicians and choirs visit into school throughout the year to engage children musically and so they have the opportunity to hear and appreciate live music and singing.

## IMPACT

Children at Steeton Primary School enjoy music and make good progress throughout the years at school in both knowledge and understanding and their skill of instrument playing and vocals. Children enjoy music and are progressively confident in performing in front of others. Teachers assess children's learning in every lesson and give support and challenge where appropriate and are more formally assessed every term. Parents are kept informed of their child's progress at parents' evenings, through school reports and work is celebrated through School Ping.

# MUSIC NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

## EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

### Expressive Arts and Design

#### Being Imaginative and Expressive ELG

- Children sing a range of well-known nursery rhymes and songs.
- Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## Key Stage 2




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.

# STEETON PRIMARY SCHOOL MUSIC OVERVIEW

| YEAR A   | KSI  |
|----------|--|
| Autumn 1 | Y1: Hey You<br>(Hip Hop)                                     |
| Autumn 2 | Y2: Ho, Ho, Ho<br>(Rap)                                      |
| Spring 1 | Y1: Your Imagination<br>(Pop)                                |
| Spring 2 | Y2: Friendship Song<br>(Pop)                                 |
| Summer 1 | Y1: Rhythm in the way we walk and The Banana Rap<br>(Reggae) |
| Summer 2 | Y2: Zootime<br>(Reggae)                                      |

| YEAR B   | KSI   |
|----------|---|
| Autumn 1 | Y1: Reflect, Rewind, Replay<br>(Classical)                        |
| Autumn 2 | Y2: Reflect, Rewind, Replay<br>(Classical)                        |
| Spring 1 | Y1: Round and Round<br>(Bossa Nova)                               |
| Spring 2 | Y2: Hands, Feet, Heart<br>(Afro, South African)                   |
| Summer 1 | Y1: In the Groove<br>(Blues, Baroque, Latin, Bhangra, Folk, Funk) |
| Summer 2 | Y2: I Wanna Play in a Band<br>(Rock)                              |

|   | Concept    |
|---|------------|
|  | Perform    |
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|  | Create     |

## Main Instruments Played

| KSI   | LKS2  | UKS2    |
|---|-------|---------|
| Glockenspiel<br>Drums, maracas, tambourine,<br>triangle | Samba | Ukulele |