

Curriculum Growth Journey

Music

How is Music taught at Trinity?

Curriculum Intent:

What do we want to achieve in our Music curriculum?

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school we want music to bring us together as a community through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process, and through the excitement of listening to friends and fellow pupils performing. We want to instil the love of music into each pupil in our school. We want the joy of music making to feed the soul of our school community, enriching each pupil while strengthening the shared bonds of support and trust which make our school great. As a church school we believe that music can support and enhance our pupils developing spirituality and contribute to a deeper engagement in worship.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Implementation:

How will this be achieved?

We believe that every child can achieve and it is our responsibility to provide the opportunities for each child to flourish and grow into the best version of themselves. We will follow the National Curriculum in addition to the New Model Curriculum in order to teach music skills in a clear, progressive way. We will provide instrumental tuition to whole classes as well as promoting and supporting individual and small group instrumental lessons during the school week (piano and Rocksteady Band). Whole school singing will take place every week and teachers are encouraged to use songs and music as part of their daily routines and to augment lessons in other subjects. We will provide extra-curricular music opportunities such as choir and ukulele club and take part in local and national music events (e.g. Bradford Music and Arts Service festivals and Sing Up days). There will be an expectation that pupils will perform either as a whole school, as a class or in small groups, or even as soloists. We will celebrate musical

achievement in all its many forms. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are Active in their learning, Contented in themselves and Thoughtful as a citizen.

Impact:

What will outcomes for learners be?

By the time the children at Trinity leave our school they should:

- Be able to play at least one musical instrument to a basic standard
- Be able to sing a range of different songs by memory and in tune
- Have performed either singing or with an instrument, or both
- Have developed an understanding of the inter-related dimensions of music
- Have an understanding of and use technical vocabulary
- Have an appreciation of different styles of music and be able to identify and describe them
- Be able to voice their opinions about music and describe the effect that it has on them

Early Years Foundation Stage

Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Music: Key Stage 1

Singing

Pupils will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes

Listening

Pupils will be taught to listen with concentration and understanding to a range of high-quality and recorded music

Composing

Pupils will be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation)

Performing

Pupils will be taught to play tuned and **untuned** instruments musically

Pupils should be taught to

Yr. 1	<ul style="list-style-type: none"> To find their <i>singing</i> voice and use their voices confidently. <i>Sing</i> a melody accurately at their own pitch. 	<ul style="list-style-type: none"> To <i>know</i> the term 'pulse' and understand that this is the heartbeat of a piece of music, which never stops To be able to <i>internalise the pulse</i> and, with support, reflect this through body movements (e.g. clapping, or marching) 	<ul style="list-style-type: none"> To be able to <i>improvise</i> simple rhythmic patterns To <i>explore</i> different sound sources <i>Identify</i> and name classroom instruments. <i>Create</i> and <i>chose</i> sounds in response to a given stimulus. 	<ul style="list-style-type: none"> To begin to <i>understand</i> the difference between 'tuned' and 'un-tuned' classroom percussion instruments To <i>know</i> how to play selected classroom percussion instruments with support on appropriate technique <p>Boomwhackers</p>
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	<ul style="list-style-type: none"> • <i>Sing</i> with a sense of awareness of pulse and control of rhythm. • <i>Sing songs expressively.</i> • <i>Follow pitch</i> movements with their hands and use high, low and middle voices. Begin to sing with <i>control</i> of pitch (e.g. following the shape of the melody). • <i>Sing</i> with an awareness of other performers. • <i>Recall</i> and <i>remember</i> short songs and sequences and patterns of sounds 	<ul style="list-style-type: none"> • To <i>know</i> the term 'rhythm' and understand that rhythm is long and short sounds that happen over a steady beat. • Begin to be able to <i>identify</i> rhythmic patterns found in speech. To <i>know</i> the term 'pitch' and <i>understand</i> that pitch relates to high and low sounds 	<ul style="list-style-type: none"> • To <i>explore</i> and <i>create</i> music on classroom percussion instruments with support 	
Yr. 2	<ul style="list-style-type: none"> • <i>Recognise</i> phrase lengths and know when to breathe. • To <i>understand</i> that song words carry meaning • To <i>understand</i> the importance of practising, rehearsing and presenting a final 	<ul style="list-style-type: none"> • <i>Identify</i> well-defined musical features. • <i>Perform</i> a rhythm to a given pulse. • To <i>know</i> the term 'tempo' and <i>understand</i> that this is the speed of the pulse within a piece of music • To <i>know</i> the term 'dynamics' and <i>understand</i> that this refers 	<ul style="list-style-type: none"> • <i>Make</i> sounds and <i>recognise</i> how they can give a message. • <i>Identify</i> how sounds can be changed. • <i>Change</i> sounds to reflect different stimuli. • <i>Record</i> their own ideas. • <i>Make</i> their own symbols as part of a class score. 	<ul style="list-style-type: none"> • <i>Play</i> instruments in different ways and <i>create</i> sound effects. • <i>Handle</i> and <i>play</i> instruments with control. • To be able to <i>use</i> listening skills effectively in order to <i>play</i> as a part of a group • To <i>understand</i> that music can be written down on a 'score' for musicians

	<p>performance, with a growing awareness of the audience</p> <ul style="list-style-type: none"> • To be able to <i>sing</i> in tune within a limited 'pitch' range, performing with a good sense of pulse and rhythm • To <i>know</i> and <i>demonstrate</i> the importance of following a leader when singing 	<p>to music getting louder, or quieter</p> <ul style="list-style-type: none"> • To be able to <i>use</i> simple musical language to <i>describe</i> the music being listened to 		<p>to read and follow (introduction through graphic scores)</p> <ul style="list-style-type: none"> • To be able to <i>offer</i> simple feedback, when watching, or listening to a performance <p>Ocarinas</p> <p>Musicals - Litter Muncher & The Great Fire of London (Sparkyard)</p>
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Music: Key Stage 2

Singing

Pupils should be taught to sing an increasingly diverse range of songs with increasing accuracy, fluency, control and expression. They should be able to recall sounds with increasing aural memory.

Listening

Pupils should be taught to listen with attention to detail in order to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They should develop an understanding of the history of music.

Composing

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. They should understand and use staff and other musical notations.

Performing

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.

Pupils should be taught to

Yr.3

- *Sing* with confidence using a wider vocal range.
- *Sing* in tune.
- *Sing* with awareness of pulse and control of rhythm.
- *Sing* expressively with awareness and control of the expressive elements. E.g. timbre, tempo, dynamics.

- *Listen* with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.

- *Create* music that describes contrasting moods/emotions.
- *Improvise* simple tunes based on the pentatonic scale.
- *Compose* music in pairs and make improvements to their own work.

- *Have an understanding* of melody and words and their importance and be able to *consider* how the melody and words within a song should be interpreted.
- *Begin to match* a performance of a song to how the music sounds i.e. begin to think musically

- To *know* the term 'texture' and *understand* that this term is used to describe the different layers of sound within a piece of music (i.e. one part, or two different parts)
- Continue to *use* correct musical language to describe the music you are listening to and your feelings towards it.

- Through whole class instrumental sessions, *begin to understand* the basics and foundations of staff notation.

Silent night on glockenspiels at Christmas service.

The Ancient Egyptians musical (Sparkyard)

Recorders

Yr. 4	<ul style="list-style-type: none"> • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' • sing simple rounds, keeping to their parts 	<ul style="list-style-type: none"> • To know the term 'timbre' and understand that this term is used to describe the different musical tones produced by instruments (e.g. comparing string instruments to woodwind) . • To know the term 'structure' and understand that this term is used to describe the way in which a piece of music has been constructed (e.g. verse, chorus, verse) • To understand that pulse, tempo, pitch, dynamics, timbre, structure and texture form the 'dimensions of music' and that these can be used to describe any type of music. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch by writing graphic notations of simple compositions or improvisations. 	<ul style="list-style-type: none"> • Through whole class instrumental sessions, be able to independently read simple staff notation. • Perform in school assemblies • Recognise how music can reflect different intentions. <p>Recorders</p>
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<p>Yr. 5</p>	<ul style="list-style-type: none"> • Have a greater understanding of melody, words and their importance and how to interpret a song musically. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Sing a round in two and three parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. 	<ul style="list-style-type: none"> • Listen with concentration to a variety of music from different styles, traditions and times and with support, place the music in its historical context. • Confidently recognise different basic orchestral instruments and their sounds • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. 	<ul style="list-style-type: none"> • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. 	<ul style="list-style-type: none"> • Perform an independent part keeping to a steady beat. • Present performances effectively with awareness of audience, venue and occasion. <p>Ukuleles</p>
<p>Yr. 6</p>	<ul style="list-style-type: none"> • <i>Sing</i> in an ensemble with the aim of <i>producing</i> a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. • <i>Sing</i> songs with staff notation as support. 	<ul style="list-style-type: none"> • <i>Internalise</i> short melodies and <i>play</i> these on pitched percussion (play by ear). • <i>Create</i> dances that reflect musical features. • <i>Identify</i> different moods and textures. • <i>Improve</i> their work through <i>analysis</i>, <i>evaluation</i> and <i>comparison</i>. 	<ul style="list-style-type: none"> • <i>Compose</i> a short song to own lyrics based on everyday phrases. • <i>Compose</i> music <i>individually</i> or in <i>pairs</i> using a range of stimuli and <i>developing</i> their musical ideas into a completed composition. 	<ul style="list-style-type: none"> • <i>Play</i> and <i>perform</i> in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. • <i>Maintain</i> an independent part in a small group. • <i>Perform</i> using notation as a support. <p>Learn the Ukuleles Perform in Christmas service Preparations for the end of year performance</p>

Whole school

The whole school will come together to celebrate and perform at these times during the year:

Autumn 1: harvest celebration

Autumn 2: Christmas carol service

Spring 2: Easter service/presentation

Summer 2: Sing Up day

Music Day celebration of music across the school