

Music

INTENT - what do we aspire for our children?

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Source: National Curriculum, 2013

'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 schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.'

Source: DFE Model Music Curriculum, 2021

At HPPS music develops the school's 4 key drivers in the following ways:

Excellence

- Children talk with confidence about their performances and compositions
- They express themselves musically and have the confidence to share their ideas
- They talk about themselves as musicians, performers, and composers

Character

- Children are respectful of one another's performances and ideas
- Children work together in small groups collaboratively. Through such activities they learn to cooperate, collaborate, share ideas, develop their ideas through trial and error, and come together to create a piece of work of which they are proud

Community

- We actively encourage collaborative projects with schools within the Cathedral Schools
- As a community children listen to each other perform and give feedback, and reflect on written work. The children are encouraged to reflect critically, and consider their responses in order to offer constructive feedback that is both useful and respectful.
- Through encouraging respectful performance etiquette, our performers develop greater confidence and sense of community, as they know their performance is valued and admired.
- Children are taught the importance of respecting our school resources, and music environment.

Equity

We believe that all children regardless of need will engage in a curriculum that will enable them to become musicians

- The music curriculum is designed to ensure that each year group has a period of study with a 'Spotlight on Bristol.' Here we learn and celebrate musical styles that are reflected across our city. The rest of the music curriculum ensures broad and balanced coverage of musical styles from all across the world, and particularly ensures the presence of female composers and performers, and composers and performers from the BAME community.
- Our music curriculum is broad, diverse and inclusive and celebrates musical styles and cultures from all around the world. Through offering such breadth, children are taught to, and learn to, respect other cultures and those with differing ideas and opinions than their own.

Aims of the Music Curriculum:

At Headley Park, the music curriculum ensures that all pupils have 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;
- 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence;



- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We follow the [Bristol Music Primary Curriculum](#) (see overview below).

Long term sequence

The Bristol Music Curriculum contains a complete curriculum that spans Reception to Year 6. Phase one lesson plans look at the themes of water and air and include topics such as the SS Great Britain and sea shanties, balloons, kites, and aeroplanes. Phase two explores the theme of rhythm, and in phase three, pitch is introduced with a focus on songs and part singing, together with plans and resources that support teaching an overview of the history of music.

	Autumn 2021	Spring 2022	Summer 2022
Nursery	Singing – Nursery Rhymes Pitch Follow simple pitch changes when singing. Experiment with how to change your voice to make high and low sounds.	Maintaining a rhythm /patterns Rhythms Respond to a rhythm with support. Create their own rhythms for their peers to follow.	Introduction to musical instruments Performance Identify percussion instruments by their sound. Choose an instrument to represent a story character using its timbre.
Year R	Pitch - Nursery Rhymes Pitch Mirror high and low sounds with their voice. Accompany with a pitched instrument. Explore graphical notation.	Calypto (Caribbean) - Mini beasts Performance Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.	Handa's Surprise (Africa) Rhythms Recognise different rhythms. Play a rhythm as a group. Maintain the pulse with support.
Year 1	Air – Kites/weather/balloons Performance Using instruments as a response to stimuli. <u>Introduce</u> graphical notation. Understand and keep the beat.	Animal Rhythms Bristol Zoo Rhythm <u>Introduce</u> 4 beat bar. Use untuned percussion to maintain beat and rhythm. Improvise chants using Q&A phrases.	New unit Pitch ?? Explore percussion sounds to enhance storytelling
Year 2	Water- History of Bristol at sea Performance Understand the beat and mark it. Know the meaning of dynamics, tempo and demonstrate these whilst singing.	Chronology Explore composers across the ages. Use graphical and stick notation. Create music in response to stimuli.	New unit Rhythm - ?? Play copycat rhythms. Read and respond to chanted rhythms. Create your own rhythms using stick notation.
Year 3	Air – Balloon Fiesta Performance Use untuned and tuned percussion. Structure music ideas e.g. Q&A phrases. Create music that has a beginning, middle and end.	Junk percussion – Stomp Rhythm - Understand rests, crotchets and quavers. Play instruments by flowing formal notation.	Pitch Perform actions in response to pitch. Introduction to formal notation.
Year 4	Water – Music inspired by the sea. Performance Sing round, <u>partners</u> songs and call and response songs. Identify timbres and what they might represent.	Rhythm - India Understand how to link each syllable to one musical note. Follow a rhythm with accuracy. Look how rhythm is used in a non-western tradition.	Chronology Explore composers across the ages. Identify the differences and similarities.
Year 5	Air – Performance Use pitch, tempo and dynamics to create a piece of music. Explored how music is created, produced and communicated through the inter-related dimensions of music and appropriate musical notation.	Trains Rhythm - Hear and clap a complex rhythmic ostinato. Compose and record a rhythmic ostinato. Read and perform an extended rhythm composition	Singing Pitch Maintain a melodic line when singing in harmony. I can identify steps and leaps as part of a melody. Listen and respond to a piece of music. Sing a part that moves in leaps.
Year 6	Water – sea shanty Performance Use instruments or my voice creatively to make an interesting performance. Compose music as part of a group from different starting ideas. Represent my ideas as a graphic score	Samba – Brazilian Rhythm - Identify some features of a Brazilian carnival/samba. Read and perform four basic samba rhythms. Maintain a line in a round / canon. Recognise a call and respond appropriately with the correct rhythm	Chronology Explore composers across the ages. Identify the differences and similarities.

Our curriculum starts in EYFS and that is outlined below:

Play and exploration experiences that support the foundational knowledge and skills for the subject.

Continuous provision play experiences with provocations for Music.	Core books that link to foundational experiences and knowledge.	Possible adult planned experiences and contexts for interactions that support Music.	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> Daily wake and shake/ go noodle. Singing songs and rhymes from a variety of genres (Core Nursery rhymes taught in Nursery) Making and using musical instruments Singing and performing to our friends Nativity Play – Singing, dancing and performing Call and response songs Play movement and listening games, using different sounds for different movements Suggestions: march Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Singing maths built in 3 x a week. 	<p>Nursery Rhymes (See core Nursery rhymes taught)</p> <p>Handa's Surprise</p>	<p>At Headley Park Primary School the children follow the Bristol Music Primary Curriculum.</p> <p>Autumn Nursery; Singing – Nursery Rhymes Pitch Follow simple pitch changes when singing. Experiment with how to change your voice to make high and low sounds. Reception; Pitch - Nursery Rhymes Pitch Mirror high and low sounds with their voice. Accompany with a pitched instrument. Explore graphical notation.</p> <p>Spring Nursery; Maintaining a rhythm /patterns Rhythms Respond to a rhythm with support. Create their own rhythms for their peers to follow. Reception; Calypso (Caribbean) - Mini beasts Performance Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.</p> <p>Summer Nursery; Introduction to musical instruments Performance Identify percussion instruments by their sound. Choose an instrument to represent a story character using its timbre. Reception; Handa's Surprise (Africa) Rhythms Recognise different rhythms. Play a rhythm as a group. Maintain the pulse with support.</p>	<p>Interrelated dimensions of music Each lesson will focus on one/or more of the 7 inter related music dimensions:</p> <ul style="list-style-type: none"> pitch duration structure timbre tempo texture dynamics <p>Each dimension is represented by a picture icon on the plan.</p> 

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy

It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting musical knowledge and skills.

Children at Headley Park will:

- Receive at least 30 minutes of music each week
- Children in Year 1 - 6 take part in a singing assembly each week
- EYFS children will receive regular planned music opportunities through the continuous provision model
- Children in KS2 have the opportunity to learn an instrument

Lesson design

Each music lesson must contain:

- Minute of listening
- Warm up or musical moment card (if doing the second part of the lesson).
- Main lesson should focus on listening, composing and/or performing (this can either be singing or playing instruments).
- Plenary (summary of learning / performance 5 mins max)

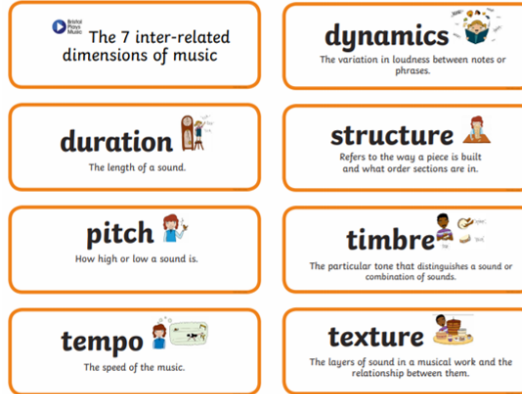
Interrelated dimensions of music

Each lesson will focus on one/or more of the 7 inter related music dimensions:

- pitch
- duration
- structure

- timbre
- tempo
- texture
- dynamics

Each dimension is represented by a picture icon on the plan.



Terminology and picture icons related to each dimension should be known and understood by all children and adults at HPPS.

We aim to **enrich the curriculum** with opportunities to perform:

Phase 1

- Christmas Nativity in Year 2
- Christmas Carols concert held at school

Phase 2

- Christmas Carol concert held at the church
- Year 5 performance at the end of their 10-week programme of instrument tuition
- End of Year 6 production

Other

- Rocksteady performances at the end of Term 2, 4 and 6 for selected children
- CST performances throughout the year

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- Children will be excited by performance opportunities, and confident in their ability to perform and participate.
- Children will be secure in their ability to answer 'why' they are learning what they are learning, and will know where they have come from, and where their musical journey is going next.
- Children will talk confidently about their musical education and their understanding.

High quality outcomes:

- Children take pride in their performances and in their compositions. They prepare effectively and perform to the best of their ability.
- Clear progression can be seen in performances, recordings and written work.
- Children's musical skills will develop and equip them with a solid understanding of musical literacy and a passion for music.
- Children's musical appreciation will be broad, and they will have a solid understanding and experience of musical styles and cultures from around the world.