

## 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: DFE 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**

### What drives our music curriculum at Headley Park Primary School?

**Excellence:** We celebrate excellence through regular performances including nativities, carols, Year 6 end of year performances, instrumental and peripatetic sessions. We deliver a challenging and varied curriculum with a focus on composition which gives children the freedom to express themselves and gives those that study outside of school the opportunity to shine.

**Character:** Music helps children to express themselves, develop a sense of self, develop creativity, and improve self-esteem. Through collaborative events they have the opportunity to mix with other children and make friends across year groups. Freedom in the curriculum enables them to respond with movement, art, composition and performance. A heavy emphasis is placed on having respect for each other's compositions and performances, and also respect for the resources and equipment.

**Community:** Our curriculum celebrates the musical styles from within our local community and further afield. In addition, through studying the steel pans (or similar) in Year 4, and ukuleles (or similar) in Year 3, children experience and celebrate music from our culture and in the wider world. Consideration is given to music played and sung in assemblies to make sure it is reflective of the community and the wider world. Within the trust, we establish a sense of community through concerts and events.

**Equity:** We provide a broad and inclusive curriculum. Our extra curricular clubs are available for all. Children eligible for pupil premium funding are offered subsidised peripatetic lessons. We offer a spiral curriculum with key knowledge made explicit and building complexity over time. There is explicit scaffolding of oracy and subject specific vocabulary; and knowledge organisers are also used.

## 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 Kapow music scheme (Y1-6) and in Reception we are piloting a new curriculum, written by Bristol Beacon and Cathedral school Trust. (see overview below).

## HPPS Progression Documents

### EYFS

	Nursery and Reception
<p><b>Continuous provision play experiences with provocations for music</b></p>	<ul style="list-style-type: none"> <li>• Singing songs and rhymes from a variety of genres (Core nursery rhymes taught in Nursery)</li> <li>• Making and using musical instruments</li> <li>• Singing and performing to our friends</li> <li>• Nativity Play – Singing, dancing and performing</li> <li>• Call and response songs</li> <li>• Play movement and listening games, using different sounds for different movements</li> <li>• Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song</li> <li>• Singing maths built in</li> </ul>
<p><b>Reception links/ reference to ELGs</b></p>	<p><b>Performance and composition</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes with others and when appropriate try to move in time with the music</li> <li>• Understand pitch as high / low, tempo as slow / fast, dynamics as loud/ soft</li> <li>• Demonstrate coordination when playing an instrument joining in with actions</li> <li>• Be able to move from a spoken voice to begin to pitch soh / mi when singing</li> <li>• Be able to begin to copy actions and keep a steady pulse e.g. marching in time</li> <li>• Participate in small groups, 1:1 and class songs</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond with relevant questions comments and actions</li> <li>• Express ideas and feelings</li> </ul> <p><b>PSE</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Follow instructions involving several ideas or actions</li> <li>• Take turns with others</li> </ul> <p><b>Key Vocabulary:</b> high / low, slow / fast, loud / soft</p>

Year 1&2

\*Also forms part of the 'Inter-related dimensions of music' strand.

Strand	Year 1	Year 2
<p><b>Performance</b></p> <p>Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>They play tuned and untuned instruments musically.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>*Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>
<p><b>Composition</b></p> <p>Children can experiment with, create, select and combine sounds.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher..</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work</p>

<p><b>Listening</b></p> <p>Children can listen with concentration to a range of high quality live and recorded music.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they *listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>
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### Year 3&4

\*Also forms part of the 'Inter-related dimensions of music' strand.

Strand	Year 3	Year 4
<p><b>Performance</b></p> <p>Children can play and perform in solo and instrumental contexts, using their voices with increasing accuracy, fluency control and expression.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>
<p><b>Composition</b></p> <p>Children can improvise and compose music for a range of purposes</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p>

	own work, using musical vocabulary.	*Suggesting improvements to others' work, using musical vocabulary.
<p><b>Listening</b></p> <p>Children can develop an understanding of the history of music.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decelendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>
<p><b>History of Music</b></p> <p>Children can develop an understanding of the history of music.</p>	<p>Understanding that music from different times has different features. (Also part of the Listening strand)</p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>

Year 5&6

\*Also forms part of the 'Inter-related dimensions of music' strand.

Strand	Year 5	Year 6
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<p><b>Performance</b></p> <p>Children can play and perform in solo and instrumental contexts, using their voices with increasing accuracy, fluency control and expression.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
<p><b>Composition</b></p> <p>Children can improvise and compose music for a range of purposes</p> <p>Children can use and understand staff and other musical notations</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>
<p><b>Listening</b></p> <p>Children can listen to a range of high quality live and recorded music from different traditions and great composers and musicians. They listen with attention to detail and recall sounds with increasing aural memory</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the</p>

		inter-related dimensions of music) to discuss and evaluate their own and others work
<b>History of Music</b>  Children can develop an understanding of the history of music.	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

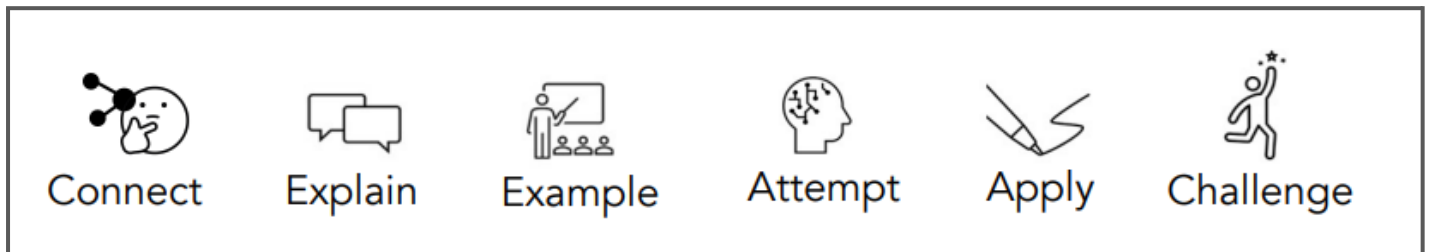
## IMPLEMENTATION - how will we deliver the curriculum?

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 explicit teaching and the continuous provision
- Year 4 study steel pans (or similar depending on availability), as a whole class , with Bristol Beacon for two terms (usually T1 and T2)
- Year 3 study an instrument as as whole class (usually percussion or ukulele depending on availability - usually T3 and T4)

### Music Lesson Design at Headley Park

Each music lesson, Y1-Y6, follows the CEEAAC model, wherever possible, through the Kapow curriculum.



Each lesson follows the model above.




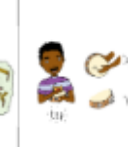
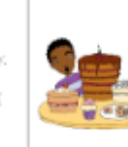


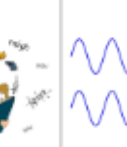

- CONNECT to prior knowledge
- EXPLAIN new content i.e. vocabulary
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

Opportunities for working as a musician are built into each lesson.

- Learning objectives show substantive and disciplinary skills
- Immersive and engaging lessons make good use of a wide range of available resources
- These include instruments, song banks and video clips.

- Lessons build on previously learned musical knowledge and children’s experiences
- A focus on the explicit learning of musical terminology and vocabulary linked to each unit
- An element of individual, group and class learning and performance
- Children are empowered to compose and improvise within a structured environment
- A final performance where children collaborate to compose, practise and perform as a group or whole class

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

Pulse	Pitch	Tempo	Timbre	Texture	Rhythm	Dynamics	Duration	Structure
The steady beat of the music  The 'heartbeat'	How high or low the note sounds	The speed of the music  How fast or slow the music is	The unique sound quality of an instrument	The combination of different musical layers	The patterns of sounds and silences	The volume of the sound  How loud or quiet the sound is	The length of sounds	The way the music is organised
								

## SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some pupils need provision ‘additional to’ quality first teaching in order to reach their potential.

This includes:

- Carefully considered scaffolding
- Explicit instruction and modelling
- Additional targeted adult support

Providing accessible activities for all, including SEND, disadvantaged pupils and EAL learners may include differentiated support, such as using simplified or reduced number of notes or chords when learning an instrument.

## Diversity

We are working towards removing biases, stereotypes and false narratives in Music Education. Alongside the



musicians and genres woven into the curriculum, we seek to expose children to a wide range of musical tastes from different cultures. We strongly believe that engaging children with aspirational musicians who look like them, have similar experiences, and come from similar backgrounds is a great source of inspiration and empowerment.

### **Curriculum enrichment at Headley Park**

- Rocksteady
- Choir (currently Y5 lunchtime choir and KS2 choir to be arranged for T3 onwards)
- Peripatetic Lessons
- CST/ BB opportunities e.g. concerts, workshops etc..
- Singing assembly
- Recorder Club, offered when possible

### **IMPACT - how do we know our curriculum is effective?**

#### **Pupil Voice:**

- Use musical terminology, especially the understanding of the inter-related dimensions of music.
- Be able to demonstrate an understanding of the dimensions.
- Explain how learning builds on previous knowledge.
- Engage in learning and make progress regardless of starting points.

#### **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.
- Vocabulary used correctly where appropriate