

Curriculum Intent Statement for Music

In Music, our carefully planned, progressive curriculum enables the children to develop their knowledge of music across a variety of different genres. Through the study of a wide range of traditional and non-traditional musical styles, the children will investigate the background to these pieces of music. This encourages them to become thoughtful, respectful citizens, familiar with cultures and ideas which are not necessarily their own, giving them a rich cultural capital. There will be a range of opportunities for staff to access CPD and advice to equip them with the knowledge and confidence they need to deliver this dynamic curriculum.

By having opportunities to perform and listen to these different types of music, they will learn to evaluate and critique the performances of themselves and others. They will formulate and articulate their own views confidently, as well as listening to and respecting the views of others. While listening and appraising music, children will learn new vocabulary and use this confidently, which they can take with them into their secondary education and beyond.

During EYFS and Key Stage One, children are provided with plenty of opportunities to make music and different sounds using tuned and untuned instruments. Armed with knowledge and opportunities from these solid foundations earlier in the school, in Key Stage Two, all children will have the opportunity to learn a new musical instrument, potentially giving them access to a lifelong hobby. Children who express a love and talent for these instruments are given opportunities for extra tuition in brass and keyboard lessons. Classroom environments are supportive and provide a platform upon which the children can experiment, perform and improve, developing resilience in line with the school mantra of 'Be The Best You Can Be'.

Through our supportive and inclusive school ethos, children can build on their self-esteem while singing and performing in front of their classmates, school and the local community. Through the school choir, Christmas and seasonal performance and community events, all children will be provided with a wide range of memorable, confidence-building experiences that they will remember in many years to come.

By the end of EYFS, children will use music (combined with dance and drama) to enjoy a wide range of songs and stories. They will be able to follow patterns on the screen or by the teacher. EYFS children will begin to represent their own thoughts and feelings through music and dance. Through listening to music from different cultures, it will instil them with a curiosity for the world around them.

By the end of Year 1 and 2, children will be able to keep a steady pulse in a group for at least two different time signatures. They will be able to repeat back very basic rhythms for at least two bars. Children will be able to sing back short melodies that use two or three pitched notes. They will be able to identify some basic musical features in a range of music. Children will also be able to play longer pieces of untuned or body percussion and sing simple songs in a round.

By the end of Year 3 and 4, children will be able to keep a steady pulse where the time signature is in 2/4, 3/4 or 4/4 on tuned or untuned instruments. They will be able to improvise, perform and compose from three, four or five pitched notes on tuned or untuned instruments. Year 3 and 4 children will be able to describe and compare pieces of music from different genres and traditions. Finally, they will be able to sing a song in two parts.

By the end of Year 5 and 6, students should be able to perform pieces using at least 3 contrasting tempos and time signatures, following directions to change tempo accurately. They should be able to perform pieces which use off-beat rhythms in three different time signatures and tempos. They will be able to compose using 8 pitched notes and then capture the work (using notation or symbols) so it can be recreated. They should be able to talk about the key features of music using a range of vocabulary learned throughout school. They will be able to understand the key features of at least four genres of music. Finally, children will be able to sing songs confidently and accurately, individually or as part of a group.