



Curriculum Intent for Music

Our musical values

We think it is important that all our pupils:

- 🎵 Experience a diverse range of music
- 🎵 Explore music in different ways
- 🎵 Respect all musical styles and tastes
- 🎵 Learn how music works by building our musical understanding
- 🎵 Feel musical!

'We are musicians'



National Curriculum for Music

Our key curriculum objectives come from the National Curriculum programme of study for Music. Each year group scheme is designed to provide the children with a balance of opportunities, covering the six key areas of musical skill:

'Play & Perform'	Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression
'Create & Compose'	Improvise and compose music for a range of purposes using the inter-related dimensions of music
'Aural Skills'	Listen with attention to detail and recall sounds with increasing aural memory
'Use Notation'	Use and understand staff and other musical notations
'Varied Listening'	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
'Music History'	Develop an understanding of the history of music

Our Music Curriculum

In his 2021 Music Mark presentation, Mark Phillips (Ofsted Music Lead) talks about "doing the right things in the right order". By prioritising rhythm (Year 3) before pitch (Year 4), we aim to augment the children's experience in a logical sequence that incrementally builds their musical understanding. Then by moving on to more advanced music structures, both vertically and horizontally (Year 5), we can then look at how these devices are used in the real world (Year 6). Year 3 informs Year 4, they prepare for Year 5 and in turn they all feed into Year 6; one step leads to the next.

Building their musical understanding around the elements, the children's learning extends through each half termly unit of work, across each year scheme and ultimately throughout the whole key stage programme of study. The goal is to establish a clear sense of these musical concepts, giving them a secure foundation on which to anchor their learning.

Our programme reflects the need for a balance between performing, composing and listening. In order to prepare our children for the modern world, traditional and more contemporary skills are equally valued, for example, the

development of aural skills and creative use of digital technology. We purposefully include a diverse collection of musical styles and genres (film music, programme music, traditional folk, music from other cultures, etc.) Our curriculum is refined each year, as we review our provision, adding newly discovered ideas and developing our own resources. New additions this year include music by Joseph Bologne and Florence Price, highlighting past gender and racial inequalities represented by the traditional musical canon.

Tasks and resources are adapted to vary the level of challenge according to ability and experience. Creative skills are developed as part of a spiral curriculum approach. Practical skills, theory knowledge and musical understanding are refined and revisited over short, medium and long term time frames. Increasing levels of independence are encouraged as children move through the school.

'Key Curriculum Indicators for Intent' from Ofsted:

- Clear and coherent rationale for the curriculum design
- Rationale and aims of the curriculum design are shared (across school and fully understood by all)
- Curriculum leaders show understanding of important concepts related to the curriculum design (such as knowledge progression and sequencing of concepts)
- Curriculum coverage allows all pupils to access the content and make progress through the curriculum
- The curriculum is at least as ambitious as the standards set by the NC (The NC is a minimum expectation)
- The curriculum principles include the requirements of centrally prescribed aims (is the curriculum coherent? Is there joined up thinking across the school?)

We have created our own bespoke music curriculum. Each year group's scheme of work has its own special focus, giving it its own unique role in the 'Big Picture'; what Dr Ally Daubney calls 'The Three-ness of Three, the Six-ness of Six'.

				Building our musical understanding: learning how music works	
	6	'The Music Business' Musicals, Christmas Cover Versions, Programme Music, GarageBand 4, Film Music, Greatest Hits	Timbre		
5	'Build it Up' Pentatonic, Class Carols, Time Travel, Sea Shanties, GarageBand 3, Improvisation	Structure	Texture		
	4	'Pitch Perfect' Stave Notation, Winter Wonderland, Recorder 1, Pass it On, Recorder 2, GarageBand 2	Pitch	Dynamics	
3	'I Got Rhythm' Rhythm & Pulse, Festive Fun, Music Technology, Dance Music, Instruments & Sounds, Samba Band	Rhythm	Tempo		
KS 1  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					

- Is the learning explicitly connected and can pupils see this connection?
- How will the knowledge and understanding be developed by doing the things that you are planning for?

In Year 3, we aim to build a solid foundation of key skills. Following on from Key Stage 1, we use movement to help us to 'feel the music'. We teach rhythmic notation, as this means the children have the opportunity to develop this every year. Children develop their aural skills, responding to rhythm grids on the 'Charanga' resource, linking sound

and symbol and composing their own rhythmic pieces. We introduce the children to music technology (for example, by making short compositions using 'Chrome Music Lab') so they can build up their digital skills as they progress through the school.

In Year 4, we add additional levels of challenge to our use of notation. Every child learns the basics of reading different pitch notation from the staff. This also applies the rhythmic notation skills established in Year 3. Every child learns the fundamentals of playing an instrument as everyone learns to play the descant recorder. We compose using 'Sibelius' notation software, using both our rhythmic knowledge from Year 3 and the newly acquired pitch reading from Year 4. Use of 'Boomwhackers' and tuned percussion also introduce additional challenge in terms of aural skills, co-ordination and teamwork. Tools specifically designed to aid independence ('Help Yourself') support individual learning, reducing adult intervention and helping to develop confidence and resilience. Children are taught to be a 'Positive Partner' and provide helpful peer assessment.

In Year 5, as knowledge, skills and understanding develop, children make more of their own creative decisions. Working collaboratively towards a common goal helps to strengthen ensemble work (building on skills taught in Year 4 partnership work). Shared responsibility combines with individual roles to support group time, aiming to develop greater levels of self-sufficiency. Analysing unfamiliar pieces of music incorporates listening skills from previous projects, for example subject vocabulary from Year 3 topic, 'Instruments and Sounds'. Individual instrumental strengths can be included in class projects to provide additional opportunities to personalise learning and enhance the group resources.

In Year 6, pupils adapt their responses to tasks, using their musical skills, knowledge and understanding. Creative use of music technology, such as the digital audio workstation, 'GarageBand', utilises the techniques, dexterity and familiarity learned in Years 3 – 5 to provide contemporary ways to present and manipulate their ideas. Increasing independence enables them to develop their own creative preferences, making their own decisions and justifying their choices. Self-evaluation is encouraged as the children develop a clearer sense of musical taste and stronger personal opinion.