

# Barnacre Road Primary School



## Music Curriculum Statement

May 2024

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

### Music at Barnacre Road : Our Intent

Music is a universal language that embodies one of the highest forms of creativity. 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. (The National Curriculum) Music teaching at Barnacre Road Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Barnacre Road, we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

At Barnacre Road, we follow the Charanga scheme of work (the original Charanga scheme in EYFS and the English Model Music Curriculum in years 1-6).

The Charanga scheme of work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.

- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

## Knowledge and skills in our Music Curriculum

In the Early Years Foundation Stage, Music is delivered within the 'Understanding the World' part of the EYFS Curriculum, following the Original Charanga scheme. By the end of reception, children will:

- Know twenty nursery rhymes off by heart.
- Know the stories of some of the nursery rhymes.
- Know that we can move with the pulse of the music.
- Know that the words of songs can tell stories and paint pictures
- Sing or rap nursery rhymes and simple songs from memory.
- Understand songs have sections.
- Understand performance is sharing music.
- Enjoy moving to music by dancing, marching, being animals or Pop stars.
- Sing along with a pre-recorded song and add actions.
- Sing along with the backing track.
- Perform any of the nursery rhymes by singing and adding actions or dance.
- Perform any nursery rhymes or songs adding a simple instrumental part.
- Record the performance to talk about.

From year one onwards, our Music Curriculum explores the four key strands which contribute towards the development of musicianship from the National Curriculum (MMC):

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

By the end of Key Stage one, the children will be able to:

- 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 interrelated dimensions of music.

By the end of Key Stage two, the children will be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,
- improvise and compose music for a range of purposes using the interrelated dimensions of music,
- listen with attention to detail and recall sounds with increasing aural memory,
- use and understand staff and other musical notations,
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians,
- develop an understanding of the history of music.

Our Music Curriculum Content

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>	Throughout the year the children will engage in musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. This will be done through the learning and repetition of well known children’s songs.		
<b>Reception</b>	Me! - explore: growing, homes, colour, toys, how I look.	Everyone! - explore: family, friends, people and music from around the world	Big Bear Funk
	My Stories - explore: using your imagination Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.
<b>Year 1</b>	My Musical Heartbeat	Exploring Sounds	Having Fun with Improvisation

	Dance, Sing and Play	Learning to Listen	Let's Perform Together
<b>Year 2</b>	Pulse, rhythm and pitch	Inventing a Musical Story	Exploring Improvisation
	Playing in an Orchestra	Recognising Different Sounds	Our Big Concert
<b>Year 3</b>	Writing Music Down	Composing using your Imagination	Enjoying Improvisation
	Playing in a Band	More Musical Styles	Opening Night
<b>Year 4/5</b>	Musical Structures	Compose with your friends	Expression and Improvisation
	Exploring Feelings when you play	Feelings through Music	The Show Must go on
<b>Year 5/6</b>	Happy	A New Carol	Improvising with Confidence
	Classroom Jazz	You've Got a Friend	Battle of the Bands

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

### Implementation

In the EYFS, Music is taught through a combination of discrete teacher-led lessons, through provision and small group activities. In reception, the original Charanga scheme is followed and supplemented by additional learning planned by our teachers.

From year one onwards, Music is taught as a discrete subject discipline for approximately one hour per week, which may be broken up into smaller sessions. Teachers follow the progression guidance from the Charanga Scheme of work to plan what will be taught in what order. The Charanga scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

In key stages one and two, at the centre of each lesson is a song around which the musical learning is centred.

The song forms the basis for a range of activities:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition - Compose with the Song, Create a Graphic Score (KS1) Compose with a Theme, Music Notepad, Quickbeats (KS2 only)
- Perform the Song

### **Children with Special Educational Needs and Disabilities**

Our Music curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the Music curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

### **More Able Children**

Teachers may identify children as more able in Music, either through end of unit summative assessments or through questioning, discussion and formative assessments. We seek to plan for specific questioning opportunities which require higher order thinking skills. Children who are considered more able in Geography may:

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore situations.
- Communicate effectively using both the written and spoken word.
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.
- Have a wide-ranging general knowledge about the world.

### **Impact**

The expected impact of our curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in Geography are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor Geography provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.



## Music Curriculum Plan



	Autumn	Spring	Summer
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<b>Year 1</b>	My Musical Heartbeat	Exploring Sounds	Having Fun with Improvisation
	Dance, Sing and Play	Learning to Listen	Let's Perform Together
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	Playing in an Orchestra	Recognising Different Sounds	Our Big Concert
<b>Year 3</b>	Writing Music Down	Composing using your Imagination	Enjoying Improvisation
	Playing in a Band	More Musical Styles	Opening Night

<b>Year 4</b>	Musical Structures	Compose with your friends	Expression and Improvisation
	Exploring Feelings when you play	Feelings through Music	The Show Must go on
<b>Year 5</b>	Melody and harmony in music	Composing and chords	Improvising with Confidence
	Sing and play in different styles	Enjoying musical styles	Battle of the Bands
<b>Year 6</b>	Music and technology	Creative composition	Improvising with confidence
	Developing ensemble skills	Musical styles connect us	Farewell tour

Charanga Original Scheme

Charanga MMC