

St Vincent De Paul R.C. Primary School, Knutsford

Mission Statement:

Believe, Trust and Be Ready

“That they may have life, and to the full” John 10:10



Music Curriculum



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Music Curriculum Design

This document should be read alongside the Music Policy.

Rationale

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Music is a most powerful and unique form of communication that can change and impact the way children feel, think and act. At St. Vincent's we believe that teaching music helps the body and the mind work together so that all children are able to enjoy and experience life to their full potential.

Intent

At St. Vincent's the intention is to provide an environment that values creativity and expression and a musical curriculum that develops learning, resulting in the acquisition of knowledge, skills, confidence and improved well-being.

We intend for all children to:

- Gain a firm understanding and knowledge of what music is through listening, singing, playing, evaluating, analysing, describing, and composing across a wide variety of historical periods, styles, cultures, traditions, and musical genres.
- Develop a curiosity and lifelong love for the subject, as well as an understanding and acceptance of the validity and importance of all types of music.
- Understand the value and importance of music in the wider community, and to use their musical skills, talent, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
- Develop their self confidence in their abilities as musicians, experiencing a sense of pride and satisfaction in their achievements, individually and when performing in front of others.

Implementation

At St. Vincent's, we use the Charanga Music Scheme of Work to deliver our Music Curriculum and to meet the requirements of the National Curriculum. In Year 4, the Music Curriculum is provided through Love Music Trust (Lead partner and fund holder for the music education hub for Cheshire East) to give all children the opportunity to learn a musical instrument.

Our curriculum is designed to:

- Provide weekly opportunities for children to listen and reflect on quality examples of music.
- Expose children to different styles, genres, cultures and context of music and encourage the development of an increasing appreciation and understanding of significant composers across a range of historical periods.
- Provide children with the opportunity to explore and compose, using a range of tuned and untuned instruments, including learning to play at least one instrument beginning in Year 4.
- Ensure that there are regular opportunities for children to develop their singing voices in ensemble and solo settings.
- Showcase their creativity and talents through a variety of performance opportunities including using a range of instruments.
- Introduce and develop musical vocabulary to enable our pupils to discuss music critically and articulate their own opinions with a continued emphasis on the elements of music.

To support quality provision, the Co-ordinator will:

- Continue to support staff subject knowledge and provide on-going CPD to ensure deep learning takes place and that a good music curriculum is being taught throughout the school.
- Make sure lessons are planned that follow the school's chosen scheme 'Charanga' and lessons that meet the requirements of the National Curriculum.
- Continue to check music assessment data and curriculum coverage to best support children's learning of musical vocabulary and progression of knowledge and skills.
- Continue to build on the bank of instruments within school to support children's learning and musical experiences. (See Appendix A)
- Provide children with access to extra-curricular musical participation opportunities such as Choir and Recorder Groups and also opportunities for singing and playing musical instruments in the local community for example: Sharston House Residential Care Home, playing with The Halle Orchestra, Knutsford Light Switch On, Love Music Trust (LMT) singing events and Young Voices.
- Provide those children taking part in individual/group/whole class instrumental tuition through LMT with opportunities to perform to audiences (whole school/parents and with the Halle Orchestra)
- Ensure all children have experience of performing to a wider audience e.g Christmas performances, Carol Concerts, Class Assemblies, Talent Show, Music Concerts (Wider Opportunities)
- Evidence children's work throughout school and ensure they experience performances from others, including external musicians, as well as performing themselves.
- Collect pupil and parent/carer feedback where appropriate to ensure that their voice is heard in regards to the school's Music curriculum and subject coverage.

A typical lesson for EYFS will generally be structured as follows:

1. Listen and Respond
2. Explore and Create - initially using voices only, but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

A typical Music lesson for KS1 and KS2 will generally be structured as follows:

1. Listen and Appraise
2. Musical Activities: a) Games (Warm-up Games and Flexible Games) b) Singing c) Playing Instruments (classroom and or band instruments) d) Improvisation e) Composition
3. Perform/Share

Lessons will typically last for the duration of 45 minutes to 1 hour.

Impact

As a result of our Music teaching at St. Vincent's you will see:

- Happy and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Lessons that use a variety of resources to support the development of learning, skills and performance.
- Learning that is assessed, tracked and monitored to ensure all children make good progress.
- Children who have met age related expectations in Music at the end of their cohort year.
- Children with a respect for and an understanding of all music genres.
- A secure foundation of skills within children on which they can develop their own musical interests, knowledge, skills and talents.
- Confident and adaptable performers and audience members.
- Children who have and will continue to participate in wider musical activities.
- Music used as a means to aid and improve confidence and well-being.

Long Term Plans

	Autumn 1 st	Autumn 2 nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Foundation	Me!	My stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey You!	Rhythm in the Way	We walk and Banana Rap	Round and Round	Your Imagination	Reflect, Rewind and Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Year 2	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in the Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Style of main song	Afro pop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music

Year 4	Music provided through LMT Wider Opportunities Scheme					
Year 5	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	COMING SOON	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music

Appendix A: (As of Sept 2020)

Non-Tuned Percussion Instruments	Total
Chatterbox/Vibraslap	1
Flexatone	1
Two Tone Block	2
Slit Drum	2
Agogo Bells	1
Hand Drum/Tambour	1
Thumb Piano	3
Sand Blocks	2
Cowbells	2
Cabassa	1 x large, 2 x small
Monkey Drums	4
African Maracas	1

Balinese Bamboo Guiro	1
Guiro	2
Woodblocks	1 x small, 1 x medium, 1 x large
Maracas	3 pairs
Clappers	4
Castanets	1
Tambourines	5 x small with skins 3x small no skins 3 x large with skins 1x large with no skin 9
Triangles	2 X small, 3 X large, 12 X medium
Claves	8 pairs
Handbells/Sleighbells	2
Kokoriko (Clikkit)	2
Djembe	2
Wind Chime	1
Indian Bells	2
Chinese Bells	1
Tulip Block	2
Cymbals	5 X small, 1 X medium, 1 X large
Egg Shakers	8 pairs
Rainsticks (Wood and Metal)	7
Boomwackers	1 set
Tuned Percussion	Total
Alto glockenspiel	10
Alto xylophone	1 (also 1 sharps/flats)
Alto metallophone	1 (also 1 sharps/flats)
Glockenspiels	21
Chime bars	Assorted
Selection of beaters	Assorted
Keyboards	6

Other	
Charanga On Line Music Scheme	
Descant Recorder Books	
Music Express Scheme of Work/CD	
Range of CDs covering different times/cultures/genres and composers	
Desk Stands	
Music stands	x15

Progression

Refer to:

'Progression of Knowledge in accordance with Charanga' document

'Progression of Skills in accordance with Charanga' document which are on their website.