



St. Andrew's C of E Primary School

Music Curriculum Framework

The Power of Music

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

Aims:

Our aim is to ensure our children:

- ✓ 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS

EYFS Framework: Expressive Arts and Design

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ✓ Invent, adapt and recount narratives and stories with peers and their teacher
- ✓ Sing a range of well-known nursery rhymes and songs
- ✓ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EYFS Development Matters: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key Stage One

Pupils should be taught 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.

Key Stage Two

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught 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.

Key Areas of Learning	
Singing	Listening
<p>Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles should be kept in mind as pupils develop their vocal potential:</p> <ul style="list-style-type: none"> • Warm-Ups • Breathing • Posture • Dynamics • Phrasing • Context <p>Vocal Health</p>	<p>Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music must be chosen from a wide range of cultures and traditions, to include:</p> <ul style="list-style-type: none"> • Western Classical Music • Popular Music • Traditional Music from around the world <p>Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.</p>
Composing	Performing (Musicianship in KS1)
<p>The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling melodic shapes, harmonic sequences Aims: The National Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ 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, <p>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations., rhythmic patterns and sections of their compositions.</p>	<p>Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning. The following principles of performance apply:</p> <ul style="list-style-type: none"> • Developing Stagecraft • Considering the Programme • Encouraging Peer Feedback • Seeking out Opportunities for Collaboration
<p>Charanga Musical School here is used for units to guide teaching and learning, supported by the following:</p> <ul style="list-style-type: none"> ✓ Weekly Singing sessions and Listening Links here to build repertoire and techniques ✓ Progression In Musical Skills and Knowledge and Glossary of Musical Terms to support teacher subject knowledge 	

Years 1 and 2 – Cycle A				
Weekly Lessons	Music 1A Pulse, Rhythm and Pitch	Music 3A Christmas Performance	Music 5A Recognising Different Sounds	Music 6A Exploring Improvisation
Creative Weeks	Music 2A Playing in an Orchestra	Music 4A Inventing a Musical Story		
Years 1 and 2 – Cycle B				
Weekly Lessons	Music 1B My Musical Heartbeat	Music 3B Christmas Performance	Music 5B Learning to Listen	Music 6B Having Fun with Improvisation
Creative Weeks	Music 2B Dance, Sing and Play	Music 4B Exploring Sounds		
Years 3 and 4 – Cycle A				
Weekly Lessons	Music 1A Musical Structures	Music 3A Compose with your Friends	Music 5A Instrumental Teaching	Music 6A Expression and Improvisation
Creative Weeks	Music 2A Exploring Feelings when you Play	Music 4A Feelings Through Music	Music 5A Instrumental Teaching	
Years 3 and 4 – Cycle B				
Weekly Lessons	Music 1B Writing Music Down	Music 3B Compose using your Imagination	Music 5B Instrumental Teaching	Music 6B Enjoying Improvisation
Creative Weeks	Music 2B Playing in a Band	Music 4B More Musical Styles	Music 5B Instrumental Teaching	

Years 5 and 6 – Cycle A				
Weekly Lessons	Music 1A Music and Technology	Music 3A Creative Composition	Music 5A Improvising with Confidence	Music 6A End of Term Performance
Creative Weeks	Music 2A Developing Ensemble Skills	Music 4A Musical Styles Connect Us	Music 6A End of Term Performance	
Years 5 and 6 – Cycle B				
Weekly Lessons	Music 1B Melody and Harmony in Music	Music 3B Composing and Chords	Music 5B Freedom to Improvise	Music 6B End of Term Performance
Creative Weeks	Music 2B Sing and Play in Different Styles	Music 4B Enjoying Musical Styles	Music 6B End of Term Performance	