

# **Music**

## **Curriculum Statement**

### **Intent**

At Cummersdale the intention is for children to gain an understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide range of musical genres. We believe children need to understand and value the importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts. This is embedded both in the classroom activities as well as assemblies, whole school performances and the learning of instruments.

The aims of our music curriculum are to develop children who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Listen to, review and evaluate the work of various composers
- Enjoy and appreciate a range of different musical styles

### **Implementation**

Our curriculum is designed to develop pupils' knowledge and understanding of Music. Music is taught with a progression of skills throughout the school from Reception to Year 6. We have adopted the Kapow Primary Music schemes of work to support our planning, ensuring the progressions in skill, but we do not use this exclusively and teachers have the autonomy to plan engaging, inspiring and challenging music lessons.

The school has engaged with the Prince's Trust Initiative (PTI) to provide high quality CPD for Subject Leadership in Music.

Various genres of music are listened to in assemblies on entry and exit from the hall. Children enjoy listening to this music and it broadens their knowledge of various artists. Music of the week has been used as a way of sharing our favourite music, which has involved staff sharing their favourite songs and providing reasons for their choice. This is filtered down to the pupils where they can choose the music of the week and share with their peers. This has enabled pupils to listen to music they possibly have not heard before from a range of artists and across a range of eras.

Children have many opportunities to show their musical abilities. Examples include:

Reception: Daily singing of nursery rhymes at the end of each day, the children are encouraged to choose their favourite rhymes which all children will then recite. Through the reciting of rhymes children are able to learn about volume and tempo and then adjust accordingly to create different effects. This is then developed further by adding in actions and musical instruments. A designated music area has been established in the classroom, where children are learning to follow simple colour coded music, developing an early understanding of the notes used to create a tune. They have access to a range of musical instruments including glockenspiels, a steel drum, hand bells, boom whackers, shakers and castanets which they can experiment with as well as play tunes on.

Year 1 and 2: The children sing songs throughout the curriculum for example in Maths and History lessons. Through weekly music lessons the children learn musical vocabulary and have the opportunity to create and record music. They have opportunities to listen to a wide variety of music sometimes through their topic. For example Holst's 'Planets Suite' in our Space topic and Saint Saens 'Carnival of the Animals' in our Animals topic. The children also listen to a wide genre of music through topics and creating art from listening to music. Through programmes such as Purple Mash children can create their music digitally.

Year 3 and 4: Children use singing and performing across the curriculum to help aid learning for times tables, spellings and grammar concepts and topic knowledge. Furthermore they have had opportunities to recognise pattern, rhyme and rhythm when reading and reciting poetry. A variety of digital platforms are used to create music including Garageband and Purple Mash as well as using physical instruments including drums and glockenspiels.

Year 5 and 6: The children are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. The children have had the opportunity to develop their understanding of the texture of music using Incredibox. Using this app the children learn about how dance music is created, focusing particularly on the use of loops and mixes. They have also created soundtracks using Garageband to match narratives (The Highwayman poem).

Where possible we draw on external expertise to further enhance our curriculum. This has included using Ed Taylor (Carlisle Cathedral) to teach singing to the children across the school. The standard of singing is high and the children work towards internal school performances, providing the music for Key Stage 2 productions such as 'Oliver' as well as performances within the wider community alongside other schools (Carlisle Cathedral Outreach Programme). Musical experiences have also been taken out of the classroom with visits to the theatre to see pantomimes/musicals. Links with our local secondary, Caldew School have resulted in collaborative performances with other primary schools, Caldew's choir and their orchestra, giving the children the opportunity to sing alongside musicians.

Peripatetic teachers are used to provide lessons for those who have developed a love of music and want to develop these skills further with the potential for them to sit their appropriate associated board exams. The school has offered piano as well as woodwind lessons. A successful recorder group has operated with children often going on to learn woodwind instruments after this initial introduction.

Music is also catered for through extra curricular clubs taking place after school. This allows children the opportunity to have fun and experiment with the musical instruments in a relaxed manner, further developing the skills learnt in lesson time.

All pupils have access to a wide range of musical resources, these include not only physical resources but also digital resources which are used to support the curriculum and encourage the creativity of all children. Showbie is used throughout the school to share videos of performances etc.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistant support. Adaptive technology being used to record evaluations to reduce the need for written work and voice notes being added to work are examples of this.

## **Impact**

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This informal assessment also involves feedback to pupils on their achievements and progress in line with our marking and feedback policy.

Pupils in the Early Years are assessed within Expressive Arts and Design and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year.

The Music Subject Leader monitors the progress of pupils by observing the work taking place particularly during deep dive week. . Through the observation of lessons, looking at evidence and discussion with pupils and staff, any gaps in learning can be identified.

# Curriculum Map

<u>2024/2025</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b><u>Reception</u></b>	<b>Exploring sounds -</b> Explore how to use voices/bodies to make sounds, experiment with tempo/dynamic when playing instruments, identify sounds in the environment.	<b>Celebration Music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Music and Movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b>Musical Stories</b> Learn that music and instruments can be used to convey moods or represent characters.	<b>Transport</b> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	<b>Big band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
<b><u>Year 1 and 2</u></b>	<b>Space -</b> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	<b>Superheroes -</b> Identify high and low notes and to compose a simple tune to represent a superhero.	<b>Animal call and response song (animals) -</b> Use instruments to represent animals, copying rhythms and creating call and response rhythms.	<b>Snail and Mouse -</b> Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow	<b>Musical Me-</b> Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.	<b>My Favourite things</b> Explore keeping the pulse together through music and movement, by exploring their favourite things.
<b><u>Year 3 and 4</u></b>	<b>Creating compositions in response to animation (Mountains)</b> Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture	<b>Developing singing technique (Vikings)</b> Develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	<b>Changes in pitch, tempo and dynamics (Rivers)</b> Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	<b>Haiku, music and performance (Hanami festival)</b> This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	<b>Jazz</b> Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	<b>Rock and Roll</b> Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.

<p><b><u>Year 5 and 6</u></b></p>	<p><b>Fingal's Cave - Mendelssohn</b> Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p><b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b>Songs of WWII</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><b>Composition</b> - Explore the associations between music/sounds and colour; compose and perform their own musical composition to represent Holi, the Hindu festival of colour.</p>	<p><b>Looping and Remixing:</b> In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p><b>Music from South and West Africa</b> -Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.</p>
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<b><u>2025/2026</u></b>	<b><u>Autumn</u></b>		<b><u>Spring</u></b>		<b><u>Summer</u></b>	
<b><u>Reception</u></b>	<b>Exploring sounds</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	<b>Celebration Music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Music and Movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b>Musical Stories</b> Learn that music and instruments can be used to convey moods or represent characters.	<b>Transport</b> Use voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	<b>Big band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
<b><u>Year 1 and 2</u></b>	<b>Under the sea</b> - Combine all the musical concepts for an underwater-themed performance incorporating instrumental, vocal and body sounds.	<b>Seaside</b> - Make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	<b>Myths and Legends-</b> Develop an understanding of structure by exploring and ordering rhythms.	<b>Fairytales</b> - Introduce the concept of sound patterns (rhythms). Explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	<b>On this Island</b> - Learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.	<b>Musical Story telling</b> - Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.
<b><u>Year 3 and 4</u></b>	<b>Ballads</b> - Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.	<b>Body and tuned percussion (Rainforests)</b> Explore the rainforest through music and be introduced to new musical terms. Use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	<b>Adapting and transposing motifs</b> - Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	<b>Pentatonic melodies and composition (Chinese New Year)</b> Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	<b>Samba and Carnival sounds and instruments (South America)</b> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	<b>TRaditional Instruments and Improvisation (India)</b> Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

<p><b><u>Year 5 and 6</u></b></p>	<p><b>Composition Notation</b> Identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p><b>Blues</b> - Introduced to the blues and its history. Identify key features and mood. Get to grips with the 12-bar Blues and the Blues scale, combine these to create an improvised piece.</p>	<p><b>Baroque</b> Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p><b>Pop Art</b> Explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Musical Theatre</b> Learning how singing, acting and dancing can be combined to give an overall performance.</p>	<p><b>Composing a leavers song</b> Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>
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