

Curriculum Quality
Music

Subject Leader:
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Intent

At the Marchant-Holliday school, we aim to interest and inspire our pupils with a love of music. Lessons are designed to be fun and accessible and aim to challenge pupils to develop. We aim to build confidence, encourage pupils to take risks and immerse themselves in musical culture. To help gain an appreciation of different styles and traditions they will listen to, play, sing, compose and analyse a great variety of music. We teach using a wide range of musical styles from our own and other cultures. When listening to, singing and describing music the pupils will also develop their own emotional literacy and their awareness of feelings and emotions. Technical vocabulary, such as, volume (dynamics), pitch, pulse chords and rhythm are taught developing their musical language. As their talents grow, their self-confidence increases and enables them to take more risks with their creativity and develop their critical engagement with the subject.

The national curriculum for English aims to ensure that all pupils:

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

The overarching concept for music at The Marchant-Holliday School are to build a musical curriculum, which promotes a love of music and singing, promotes participation, reflection and expression. Help pupils to learn to use their voice with increasing accuracy and have the confidence to play and perform solos and ensembles.

Implementation

Each class at the Marchant-Holliday school has a weekly music lesson with the music specialist. Within these lessons, pupils listen to examples and watch demonstrations as well as do practical tasks. They learn how to play a variety of instruments including; strings, percussion and keyboards. In doing so they appreciate the different ways of creating sound as well as read basic music notation from colour coded scores. They explore creative music making including through the use of garage Band on the iPads.

Curriculum Overview (Knowledge and Skills)

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 and 2	Using their voices expressively to sing songs and learn melodic rhymes. Playing rhythm games and using percussion instruments	Creating rhythmic pieces on the ipads, layering a mix of percussion instruments. Learning Christmas performance pieces.	Learning how to play some chords on the ukulele. A focus on strumming to the beat and singing.	A beginner’s course on the keyboards. Encouraging pupils to use the correct fingers to play, learn to follow the music and recognise some of the notes.	Compose a piece on the ipads using a simple melodic idea to begin with and developing it by adding drums and chords.	The whole class learn to play a simplified version of a famous piece of music. Using a range of percussion, ukuleles, keyboards and voice.
Year 3 and 4	Develop vocal skills, singing and moving to the beat.	Learning to play melodies on the keyboard,	Using the iPads to compose melody and add chords. Focus on	Revise ukulele chords and develop by adding more chord	Using a well-known piece of music, pupils use the musical ideas	Learn about chords and harmonies

	Playing tuned and untuned percussion	encouraging correct use of fingers, following the music and learning simple three note chords. Learning Christmas performance pieces.	keeping the parts in time and fitting them together. Add gentle percussion or effects. Add different section and alternate between the two parts (like verse and chorus).	patterns. Try different strumming patterns. Play in time with the pulse and sing.	developing them in their own way using the ipads.	
Year 5, 6 and 7	Sing more complex songs and develop ensemble playing using famous classical pieces	Develop knowledge of composition and using the skills they have learnt	Develop knowledge of chords and harmony through varied performance activities	Develop t knowledge of instrumental sounds and qualities through listening and experimenting	Compose a piece with at least two layers and two contrasting sections	Class ensemble performance using a mixture of vocal and instrumental skills
Impact						
The students work is continually assessed, misconceptions are addressed and pupils are active in striving to improve their work. These assessments are used to inform planning and provide additional support to pupils who should need it. The rich and varied music curriculum allows the pupils to try many different musical activities and find areas of strength.						
By the end of Key Stage 1, pupils will develop the basic musical principles of rhythm and melody. They will be able to sing along with the pulse of the music and use their voices expressively and creatively. They will have developed an understanding of how to play tuned and untuned instruments and use their musical knowledge to begin experimenting to combine sounds.						
By the end of Key Stage 2 pupils will have developed a greater confidence and control, expand on their knowledge of musical composition and feel secure in their musical abilities to be able to organise and manipulate ideas within musical structures. The pupils will also be able to compose using specific musical devices that will allow them to build up their understanding of the musical elements, and relate them to different genres or periods in musical history and relate this back to certain topics or fields of study.						
By the end of year, 7 Pupils will have begun to develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will be able to listen with increasing discrimination and awareness to inform their practice as musicians.						