



# Music

## at St Wilfrid's CE Primary School

### Curriculum Rationale

It is the intent of our music curriculum at St. Wilfrid's to make children feel that they are musical so that they are able to develop a life-long love of music. There is a focus on developing the knowledge and skills that will allow them to become confident performers, composers and listeners. The music curriculum introduces children to music from around the world and across the generations, teaching children to respect music from different traditions and communities. Through weekly music lessons, children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

### Curriculum Content and Sequencing

The Music scheme takes a holistic approach to music, in which the individual strands: performing, listening, composing and music history are woven together to create engaging and enriching learning and experiences. Each unit of learning in music combines these strands within an often cross curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions. The music scheme of work follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, musical notations as well as the interrelated dimensions of music.

### Cross Curricular Links inc. SMSC

Music arrangements and song choices linked where possible to curriculum areas, for example:

Maths: Counting songs and rhymes, helping to embed concepts in a different way, shape, times tables

English: Composing own songs, speaking and listening skills.

RE: Musical celebrations and performances are linked to key religious festivals: Easter, Harvest Festival and Christmas

History: WW2 units and The Romans

Music units reflect the diverse make up of our school focusing on music from around the world.

Daily collective worship offers the chance to listen and appreciate different musical genres as well as coming together to sing and sign songs as a school.

### Support and Training

Music Express resources and lesson plans.

School subscription to Out of the Ark Music to ensure high quality teaching of songs and harmonies accessible to all including non music specialists.

Opportunities for shared good practice and signposting to additional resources.

Music resources stored in staff room cupboard and outdoor instruments are situated in the Foundation outdoor area.

External providers provide whole class instrument tuition including ukulule and trombone.

External visitors and musicians promoting music.

Peripatetic teachers offer piano, drumming and guitar lessons..

Specialist teachers lead hymn practise and offer support with musical arrangements and whole school performance of songs.

### Progress and Assessment

Kapow builds experience and develops understanding of the dimensions (elements) of music throughout the scheme. Each unit has, as its focus, one process such as performance or composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music. This is all clearly mapped out in the Knowledge Progression document.

Assessment is in the form of pre and post quizzes as well as teacher assessment of practical skills such as performance. Children working above or below the expected standard are recorded with possible reasons as well as future actions to ensure progression.

### Big Ideas

To become familiar with a range of composers and musical genres through the ages.

To recognise the power and impact of music in improving well being and its impact in communicating messages, views and opinions.

### Culture of Opportunity

Every child is given the opportunity to participate in a performance to the whole school, friends, family and the local community each year.

Opportunity to perform in a collaborative community event.

Children who play musical instruments have the opportunity to participate in the summer music concert.

School choir perform with other schools and collaborate with the local secondary school to share good practice.

School choir performs for a range of events within the community as well as at local care homes.

Children's talents and musical achievements are regularly recognised in celebration workshops.