



## Stathern Primary School

*'Nurture, Inspire, Discover, Create'*

Music Curriculum Vision, knowledge and skills





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#### Intent and Design – What are we trying to achieve?

#### Vision

• **As a school we aim to:**

- Prepare children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In Music we aim to:**

- provide our pupils with a creative, exciting and inspiring curriculum that provides cross-curricular links and a joy for learning and experimenting with music. Each area of learning ends with the children recording a performance and then getting the opportunity to watch back and improve therefore developing a sense of pride and self-awareness. .

#### Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

#### School Values

- We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

#### Aims of our Music Curriculum

- Our inspirational Music curriculum will enable children within all key stages to include technology within their musical experiences from being able to choose and select music to enjoy from a range of genres to composing a whole class performance using garage band, which is an app on the iPad.

- We also have whole class ensemble teaching in Years 3 and 4 where children are taught a specific musical instrument for a period of time. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Follow on group music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument the following year. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.

- At Stathern we endeavour to give the children a variety of opportunities to sing and perform to an audience. We hold concerts throughout the year at our local church for Harvest, Christmas and Easter and then take part in bigger concerts in Melton, Belvoir Castle, Eastwell church and other local organisations.

#### Learning Intentions

- Our Music curriculum is designed to cover 6 core areas of music: pulse, rhythm, voice, pitch, the use of technology in music and the history of music. At Stathern Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.



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### Implementation and Organisation – How will we arrange our learning?

#### School Focus

Reading

Challenge

Vocabulary  
and  
Communication

Progressive  
Skills

Transferable  
skills

Positive  
Mental  
Health and  
wellbeing

#### Music Developmental Foci

Access and  
review the  
children's  
previous  
learning

Lessons are  
planned and  
sequenced to  
challenge pupils  
and help build  
and develop their  
knowledge and  
skills

Children are able  
to use the correct  
musical  
vocabulary and  
understand what  
it means

Progressive  
knowledge and  
skills are taught  
throughout the  
6 core areas of  
music

Work written  
and recorded  
in Music must  
reflect and  
reinforce the  
key skills in  
Reading,  
Writing and  
Maths

Our Music  
curriculum  
enables  
children to  
express  
themselves  
freely and gives  
various  
opportunities  
to perform and  
receive praise

#### Contexts

Children are given a rich and diverse curriculum which is made up from quality teaching, singing assemblies, tuition from Leicestershire Music service for all children at some point in KS2 and various concerts throughout the year. If children want to continue to learn the musical instrument they have been taught in school pathways are opened to help foster and nurture this skill and passion.



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	R	Y1/2	Y3/4	Y5/6
Assembly focus and whole school music focus	<b><u>Autumn</u></b>			
	Historical focus- Baroque and Classical Composers to consider- Handel, Beethoven, Mozart, Debussy Performances- Harvest, Remembrance, Christmas concerts and Nativity			
	<b><u>Spring</u></b>			
	Historical focus- Romantic and modern Composers to consider- Mussorgsky, Holst, Ravel, Chopin, Tchaikovsky Performances- Easter			
	<b><u>Summer</u></b>			
	Historical focus- Contemporary/popular and Musical traditions Areas to explore- Samba, Bhangra, Calypso, Jazz, 90s Indie, Pop, Funk, Disco, Blues (more guidance in the Model Music NC) Performances- Summer concerts, Leavers, End of Year productions			



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Music topic themes- Leicestershire Music service scheme of work

2-year cycle A and B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	Pulse <b>Sound Position</b> Phase 1 phonics sound games – identifying where the sound it coming from, what instrument is making the sound and what other things make sounds.	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
<b>Class 2 A- Year 1 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
<b>Class 2 B Year 2 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
<b>Class 3 A Year 3 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
Whole class musical tuition with LMS						
<b>Class 3 B Year 4 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
Whole class musical tuition with LMS						
<b>Class 4 A Year 5 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
<b>Class 4 B Year 6 plans</b>	Pulse	Voice Nativity	Rhythm	Pitch	Technology	20 <sup>th</sup> century music
<b>Whole School singing</b>	Harvest	Christmas	Singing in rounds	Easter	Call and response	End of year performances



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Through the above knowledge, the children will develop skills in the following areas:

Singing			
YR	Y1/2	Y3/4	Y5/6
<p>Sing a range of well-known nursery rhymes and songs with confidence</p> <p>Perform songs with others and when appropriate – try to move in time with music.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<ul style="list-style-type: none"> <li>• Be able to sing songs with a pitch range of do-so with increasing vocal control.</li> <li>• Sing chants, rhymes and songs from memory and pitched correctly.</li> <li>• Be able to sing a wide range of call and response songs and match pitch correctly.</li> <li>• Know the meaning of dynamics, tempo and be able to demonstrate these when singing by responding to a teacher's directions or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</li> <li>• Perform a range of songs in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>



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Listening			
YR	Y1/2	Y3/4	Y5/6
<p>Children are able to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Be able to listen carefully to rhymes and songs, paying attention to how they sound and give their opinion</p>	<p>Children should develop a shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>By listening to recorded and live performances children can begin to comment on how the music makes them feel, instruments used, whether it is happy/sad song and discuss when the music was composed.</p>	<p>Children should have a good shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>By listening to recorded and live performances children should be able to comment and discuss how it makes them feel, genre and instruments used and possible composers.</p>	<p>Children should have an excellent shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>By listening to recorded and live performances children should comment and discuss confidently how it makes them feel, genre and instruments used and possible composers.</p>



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Composing			
YR	Y1/2	Y3/4	Y5/6
Children can create a short piece of music by using symbols and supported by an adult who help keeps a pulse	<ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus.</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology (garage band), to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> <li>• Begin to make compositional decisions about the overall structure of improvisations.</li> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>• Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>• Develop knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>• Begin to understand major and minor chords.</li> <li>• Perform on instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>• Capture and record creative ideas</li> <li>• use graphic symbols, rhythm notation and time signatures, staff notation and technology to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> <li>• Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Be able to notate this melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>• Compose a ternary piece; use available music software/apps such as garage band to create and record it, discussing how musical contrasts are achieved.</li> </ul>





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Musicianship (Pulse/Beat)			
YR	Y1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Can keep a steady pulse with some accuracy</li> <li>• Can imitate movements in response to music</li> <li>• Can explore and identify short and long sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Can sing/play with a good sense of pulse</li> <li>• Can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing</li> <li>• Walk in time to the beat of a piece of music or song.</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sing/play confidently and fluently, maintaining an appropriate pulse</li> <li>• Can follow and lead simple performance directions. E.g call and response</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain a strong sense of pulse and recognise when going out of time in both syncopated and not syncopated songs.</li> <li>• Can maintain an independent part in a group when singing or playing with an awareness of other parts. (E.g. increase their tempo if the pulse increases)</li> <li>• Can listen to and evaluate a range of live and recorded music and comment on the pulse and its effect.</li> </ul>



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Musicianship (Rhythm)			
YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>• Can explore rhythm through play</li> <li>• Can create rhythms and suggest symbols to represent rhythms</li> <li>• Can keep a steady pulse with some accuracy while playing</li> <li>• Can recognise and control changes in tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</li> <li>• Create rhythms using word phrases as a starting point.</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>• Create and perform their own chanted rhythm patterns with the same notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen and copy rhythmic patterns</li> <li>• Can confidently maintain an independent part when playing an instrument in a small group</li> <li>• Can play confidently and fluently maintaining an appropriate pulse</li> <li>• Can aurally identify, recognise respond to and use musical symbols (crotchets, quavers and crotchets rests etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a variety of musical devices, timbres, textures and techniques when creating and playing music</li> <li>• Can confidently maintain an independent part when playing an instrument in a small group (more parts and complex rhythms)</li> <li>• Can follow staff and other notations while playing short passages of music</li> <li>• Can critique their own and others' work offering specific comments and giving justifications regarding rhythm.</li> </ul>



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Musicianship (Pitch)			
YR	Y1/2	Y3/4	Y5/6
<p>Can sing broadly in tune with a limited pitch</p> <p>Can create music and suggest symbols for different pitches</p> <p>Can comment on different recordings, classroom sounds and musical instruments in regards to their pitch</p>	<p>Can play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.</p>	<p>Can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>Can create simple rhythmic patterns with varied pitch</p> <p>Can aurally identify, recognise, respond to and use basic musical symbols to identify changes in pitch</p> <p>Share opinions about own and others' music and be willing to justify these involving pitch</p>	<p>Can sing with increased confidence, expression and skill. Is able to take on different parts with differing pitches</p> <p>Can create music which demonstrates understanding of structure and discuss the choices made in regards to pitch</p> <p>Can critique own and others' music offering specific comments and justifying these in regards to pitch.</p>



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Performing (instrumental/ reading notation)			
Year 3	Year 4	Year 5	Year 6
<p>Develop their skills in playing a tuned instrument, such as cornet or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Understand the stave, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between crotchets and paired quavers.</p>	<p>Develop ability in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C' range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles this can also be done through technology such as Garage Band</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>



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### Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Make great progress and have high standards of achievement and attainment

Have a lifelong love of reading and learning and be able to communicate clearly

Be respectful of themselves and demonstrate excellent behaviour

Be confident, positive and independent learners with high aspirations

Have mental wellbeing and make healthy lifestyle choices

Participate in the community and have excellent attendance

Work Sample Analysis:	What do our photos and videos show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject?  What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?