

Curriculum Quality 2019-2020			Date published:	Plan number:	Subject Leader:	
Intent At the Marchant-Holliday school, we aim to inspire, engage and arouse our pupils’ interest in music. By making music lessons fun, lively and enjoyable, we encourage our pupils to develop a love of music and appreciation of this creative form. We aim to build confidence, encourage pupils to take risks and immerse themselves in musical culture. Our teaching focuses on developing the children’s ability to understand rhythms and to follow a beat, sing in tune and harmonise with others. To help the pupils to appreciate the different styles and traditions of music, we teach them to understand those differences through listening, singing, playing, evaluating, analysing and composing. They gain knowledge of the musical styles and traditions of other countries and cultures and learn to comment on different genres and music through the ages. The descriptive language that develops when describing music is a transferrable skill to other subjects and narratives. It also links with our emotional literacy work on developing an awareness of feelings and emotions. Technical vocabulary, such as, volume, pitch, beat, rhythm, chords and harmony are taught to ensure that the pupil’s knowledge of music terminology expands. As their talents grow, the pupils’ self-confidence will increase, preparing them to take more risks with their creativity and developing their critical engagement with the subject. The national curriculum for English aims to ensure that all pupils: <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• 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, the elements of music are taught so that children are able to use some of the language of music to describe it, and understand it. There are several opportunities for all pupils to be actively involved in creating their own music. Using their bodies for percussion their singing voices, vocal sounds, instruments and technology he children will be able to explore sounds, beats and pitch for themselves. In the lessons, the children learn how to play a variety of instruments, including strings, percussion and keyboards. In doing so they appreciate the different principle of each method of creating notes, as well as how to read basic music notation from colour coded scores. They also explore creative music through the use of Garage Band on the iPads The whole school comes together, once a week, for a singing session, which is an active, fun, and engaging time, which helps embed singing into the whole way of life of the school. Encouraging participation, in this whole school approach, helps to strengthen our school community. Collective singing also helps to improve other skills such as creative thinking, organisational abilities, collaboration and raises self-esteem. The energetic nature of a whole school singing sessions also helps to strengthen the respiratory system, regulate breathing, lift moods and calm heightened emotions. Students are also given opportunities to showcase their work, during these sessions, giving them a wider audience.						
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	Sing or clap increasing and decreasing tempo Perform simple patterns and accompaniments keeping a steady pulse	Recognise how different musical elements are combined and used expressively Perform rhythmically simple parts that use a limited range of notes Recognise listened to music across different genres Recognise and explore the way sounds are combined and used expressively	Listen to and discuss short pieces of music across different genres Sing in tune with expression Choose and order sounds within beginning, middle and end and given starting points	Combine several layers of sound Evaluate and improve on their composition Improvise repeated patterns	Improvise repeated patterns Perform with an awareness of others Recognise listened to music across a range of genres, styles, traditions and historical periods
Year 3 and 4	Develop vocal skills through singing arrangement pieces	Keep the beat accurately	Introduce ensemble pieces with a range of parts	Compose and improvise using recognised patterns	Perform more complex melodies either vocally or using instruments	Learn about chords and harmonies
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 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.