



Curriculum Statement of Intent

- Our curriculum at Teversham is underpinned by Christian values and aims to inspire all our children in their learning.
- The curriculum will enable children to explore, discover, flourish and achieve their best.
- Our broad and balanced curriculum provides opportunities to link knowledge and skills across areas of learning.
- Our curriculum is enriched with experiences which celebrate the opportunities in our local area and raise aspirations

Music Curriculum Statement

- Our music curriculum aims to inspire our children to develop a love of music and develop their talent as musicians, through participation.
- All children will learn to play a musical instrument – the ocarina in KS1 and the keyboard in KS2.
- Our music curriculum enables all children to have a wide range of musical experiences over their time in school, including different musical genres, music from different cultures as well as from the British Isles, Classical and live music, singing in churches, and using a range of instruments. (see below)
- Through music children will have the opportunity to be creative, work alongside others, develop self-confidence and experience a sense of achievement.
- Children will explore sounds and consider how to combine them in order to communicate effectively and learn to express their views and justify their opinions on music listened to.
- Where appropriate, our music curriculum links with other curriculum areas to enhance, broaden and develop the children's learning. Units of work are planned to link for example with history, geography or science where this is possible with standalone units where appropriate.
- Our music curriculum includes a basic offer that lists the musical experiences that each child will have offered to them during their time at Teversham. (see below)

Aims of music

Our school aims to ensure that in music all children:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of the great composers and musicians; children will listen to a breadth of music over time, in class, assembly and at concerts.
- 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 communicate, including through inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



Safeguarding

We seek to promote and teach safeguarding in all areas of the curriculum. In music, this takes the following forms:

- Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS.
- Ensuring that instruments are maintained properly and hygienically, and are regularly checked.
- Using how we feel and what we imagine, when we listen to music, to help recognise, label and articulate feelings.
- Using performance and feedback to help raise self-esteem and confidence.
- Using the act of creating music as a way of allowing children to express feelings and emotions in a non-verbal manner.
- Using the collaborative nature of music to promote positive peer interactions.
- Ensuring that music used in school, e.g., assemblies/dances etc. is age-appropriate.

Equality and Diversity

To promote equality and diversity in music we:

- Listen to, sing and perform a range of music including music from different countries, traditions and religions.
- Listen to, sing and perform music composed by men and women.
- Allow all pupils access to instruments and resources ensuring that individual needs of access are met.
- Allow all pupils to participate in music making, singing in assemblies, and participation in productions, listening to concerts and participating in class music lessons.
- Enable instrumental lessons to be available to all children by funding Pupil Premium children's lessons.
- Using Pupil Premium resourcing to enable all children access to trips such as to the choir festival or concerts.

Early Years Foundation Stage: Expressive Arts And Design

EYFS Statutory Framework Educational Programme.

Expressive Arts and Design: 'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe'.

Children in reception will be learning.

Communication and Language skills.

- They will listen carefully to rhymes and songs, paying attention to how they sound.
- They will learn rhymes, poems and songs.



Physical Development skills.

- They will combine different movements with ease and fluency. For example, they will learn to use percussion instruments with increasing control and skill.

Expressive Arts and Design skills.

- They will explore, use and refine a variety of artistic effects to express their ideas and feelings. For example, while learning about ‘winter weather’ the children will choose and combine sounds on the percussion instruments to communicate the crisp, crunchy and cold weather.
- They will return to and build on their previous learning, refining ideas and develop their ability to represent them. This will be possible because the planning will allow for skills to be taught, tried, revisited and reinforced time and time again allowing skills to develop.
- They will work collaboratively, sharing ideas, resources and skills. Following a time of class music time there will be the opportunity for group work each week when children will need to work together, sharing and collaborating.
- They will listen attentively, move to and talk about music, expressing their feelings and responses. In every music topic there will be opportunities to listen to a wide range of music. Children will be given time to think about the music and share their ideas/ responses with each other.
- They will sing in a group or on their own, increasingly matching the pitch and following the melody.
- They will explore and engage in music making and dance, performing solo or in groups. Responses to music listened to and sung will include talk, pictures, colour and movement.

All of this will enable them to meet the EYFS Early Learning Goal: Being Imaginative and Expressive

-sing a range of well-known nursery rhymes and songs.

- perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	KS1	KS2
NC Attainment Targets	Pupils will be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be taught to: <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing fluency, accuracy, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Music Offer At Teversham

Experiences every child will be offered at our school:

- Hourly music lessons with a specialist music teacher
- Weekly Singing assemblies
- A live concert by professional musicians in school every year – with different instruments showcased
- Instrumental teachers able to teach a wide range of instruments
- Access for many to instrumental learning due to use of PP money funding some lessons
- An assembly each year when the instruments available to be learnt in school are demonstrated
- Performance opportunities in assembly (and therefore listening opportunities for others)
- Performance opportunities in the annual music concert for all instrumentalists and the KS2 choir
- A choir in KS2 open to all in that age range

Over their 7 years at Teversham each child will...

- Learn a selection of traditional Christmas Carols
- Learn a range of songs in worship aiming to teach Bible truths and experience a variety of musical styles
- Listen to folk music from across the British Isles
- Listen to music from a range of cultures
- Listen to a wide variety of pieces of Classical music
- Experience a live orchestral performance in a concert hall (every 2 years take years 3 and 4 to a concert)
- Sing in Ely Cathedral and at the local parish church
- Use a range of musical instruments for composing and performing in music lessons (percussion, ocarinas and keyboards)
- Learn to read music notation (rhythms, time and key signatures, notes on the staff in the treble clef)
- Use the African drums (previously borrowed class set from Queen Edith Primary School)
- Compose using music technologies

Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	Take part in singing. Follow instructions on how and when to sing or play an instrument. Make and control long and short	Take part in singing, accurately following the melody. Follow instructions on how and when to	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group.	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words	Sing or play from memory with confidence. Perform solos or as part of an ensemble.	Sing or play from memory with confidence. Perform solos or as part of an ensemble.



	sounds. Imitate changes in pitch.	sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.	Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).	Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
Compose	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds and sequence them for effect. Create short musical and rhythmical patterns.	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmical phrases.	Compose and perform melodic songs. Use sounds to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to	Compose and perform melodic songs. Use sounds to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to	Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato (based on the pentatonic scale).	Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato



			compose pieces of music.	compose pieces of music.	Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.	(based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
Transcribe	Use symbols to represent a composition and use them to help with a performance.	Use symbols to represent a composition and use them to help with a performance.	Devise non-standard symbols to indicate when to play and when to rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Devise non-standard symbols to indicate when to play and when to rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the sharp and flat symbols. Use and understand simple time signatures.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand and use the sharp and flat symbols. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Use and understand simple time signatures.
Describe	Identify the beat of a tune. Recognise changes in	Identify the beat of a tune. Recognise	Use the terms: duration, timbre,	Use the terms: duration, timbre,	Choose from a wide range of musical	Choose from a wide range of musical



	timbre, dynamics and pitch.		changes in timbre, dynamics and pitch.	pitch, beat, tempo, texture and silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	pitch, beat, tempo, texture and silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	vocabulary to accurately describe and appraise including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.	vocabulary to accurately describe and appraise including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.
Examples of skill progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythms	Learn "spider" and "fly"	Add 'moth' and 'slug'.	Add 'grasshopper', 'butterfly' and 'centipede'.	Add 'caterpillar'.	Add knowledge of dotted rhythms and the 6/8 rhythms of 'Jonathan', 'Henry' and 'Joe'.	Make sure know 3 and 4 beat note lengths	Consolidate.
Year start playing each instrument	Percussion		Ocarinas (this year only)	Keyboards			



Notation (other than rhythms)			Start reading notes in treble clef	4 4 time signature	6 8 time signature		Learn about bass clef and how notes are in different locations on the bass clef stave.
IT in music	Use 'music lab' on the i-pads	Use 'sketch a song' on the i-pads in addition to 'music lab'		Use 'Musescore' on the lap tops for some of their composition work – making use of more aspects of the program as they progress through KS2.			
Song Writing	Learn to notate simple rhythms and sing songs.	Sing a wider range of songs and sing/ create ostinato patterns.	Write words to fit to rhythms and create short phrases. Compose mini melodies to play on their ocarinas using just 3 notes.	Learn about chords and write ostinato patterns using notes from the chord.	Create chord sequences and write more complex ostinato patterns and short melodies.	As a class write a song: create lyrics, a chord sequence and then melody (using notes from the chords).	As individuals write lyrics, rhythms and melody for both a verse(s) and chorus.