



## JLPS Curriculum Overview for Music

### Curriculum Intent

Music at Joy Lane is taught and experienced in many ways from our Nursery through to Year 6. We have a dedicated Music room and many experienced musicians across our staff who lead by example and perform alongside and for the children. Music, and particularly song, is used in all classrooms throughout the year, and our sharing assemblies and Year Group shows are showcases for this. In Early Years and Key Stage 1 we have confident musicians in our teaching teams who ensure Music is an everyday event alongside the special projects delivered by our specialist subject lead teacher. As a result, children's singing and rhythm skills progress naturally through our embedded music provision.

Key Stage 2 Music tuition is delivered in the form of projects led by a specialist subject lead teacher. In each year group, we focus on different ensemble instruments and build instrument specific skills, compositional techniques, appraisal knowledge and develop a performance element that is age appropriate. We offer djembes, samba, ukulele, guitar, recorder and keyboards as whole-class projects.

Our projects culminate in Year Group shows, assemblies or recordings of their ensemble work and self-appraisal of their achievements. Pupils enjoy many other opportunities to practise and present through regular performances to peers and parents in our weekly Music assemblies, various Christmas and Easter concerts, Carol Singing in the community, the Year 6 end-of-year production and an annual Music Department showcase. We have also enjoyed events such as the magnificent 'Lounge on the Field' festival and 'Light Up the Hall' cabaret nights.

There are a wide variety of instruments offered for individual or paired tuition by experienced professional musicians, including flute, recorder, clarinet, saxophone, trumpet, trombone, piano, guitar, bass, keyboard and drum kit. We encourage all instrumental students to consider entering for an external Music exam when appropriate, and we have extensive experience of making this accessible to all.

### National Curriculum

#### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

#### Aims

The national curriculum for music 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.

#### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

#### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, 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
- develop an understanding of the history of music

## Early Years

### Area of Learning: Expressive Arts and Design (*Development Matters document*)

Birth to 3 years old	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"><li>• Show attention to sounds and music.</li><li>• Respond emotionally and physically to music when it changes.</li><li>• Move and dance to music.</li><li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li><li>• Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds.</li><li>• Make rhythmical and repetitive sounds.</li><li>• Explore a range of soundmakers and instruments and play them in different ways.</li><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li></ul>	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>

## Reception

### Music Through Traditional Tales

- Children explore classroom percussion instruments, looking at how sound can be created in many ways. We observe and describe the similarities and differences between sounds.
- Children are encouraged to be creative with vocal sounds, singing and body percussion as forms of sound making.
- Traditional stories are used as the basis of songs and the children create instrumental accompaniments and sound pictures for the stories. Songs are also used in many everyday class activities.
- Observation of musical features is developed using vocabulary of opposites, such as: loud/quiet, fast/slow, high/low, long/short.
- Children perform in front of each other, appraising their own and others' achievements. The whole year group have the opportunity to perform together in the Christmas production or assemblies.

## Year 1

### Exploring the Elements of Music

- Children continue to explore a wide variety of classroom instruments, including authentic instruments from other cultures; developing their ability to select and create appropriate sounds.
- The elements of music (pitch, duration, dynamics, tempo, texture and timbre) are explored in turn and vocabulary is developed as we compare and contrast sounds and instruments. Specifically, timbre vocabulary is developed into a secure knowledge of how sounds vary and why.
- Traditional stories are used as the basis of songs and the children create instrumental accompaniments and sound effects for the stories. Songs are also used in many everyday class activities.
- Simple colour-coded pitch notation is introduced using boomwhackers.
- Graphic notation and traditional rhythm notation are interpreted and understood by all children using vocal sounds, singing, body percussion and classroom instruments.
- Children perform in front of each other, appraising their own and others' achievements. The whole year group have the opportunity to perform together in their Christmas production.

## Year 2

### Instrumental Focus: Glockenspiels

- Children continue to explore a wide variety of pitched and unpitched classroom instruments, making informed decisions about which sound they wish to play and how it can be created and controlled effectively.
- All the elements of music (pitch, duration, dynamics, tempo, texture, timbre) are further explored as musical concepts and vocabulary is developed. Specifically, the pitch concept of high and low is explored more deeply in relation to our voices, on the glockenspiel and using notation.
- Simple melodies are taught by memory and from basic pitch notation.
- Children are encouraged to improvise and compose melodic shapes for themselves on the glockenspiel.
- Performing melodies with boomwhackers, hand bells and glockenspiels develops the children's ability to read various types of notation, including to play simple melodies.
- The children perform a multi-layered performance of Frere Jacques as a class, with an emphasis on part singing and the skills to maintain a strong, independent part with their voices and using instruments.
- Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group has the opportunity to perform in their Christmas production.

## Year 3

### Instrumental focus: World Percussion

- Children further broaden their exploration of sound makers through authentic world instruments, djembe drums, our outdoor junk orchestra and instruments of their own design.
- World percussion and styles are explored, looking specifically at layering ostinato rhythms and South American samba structures. Children focus heavily on maintaining a steady pulse and are given the skills and knowledge to improve their confidence in improvisation and composition on untuned percussion.
- All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed and reinforced. Notably, more advanced vertical (ostinato layers) and horizontal (ABA, ABACA) structures are explored.
- Children perform in front of each other, appraising their own and others' achievements. The whole year group also has the opportunity to perform together.

## Year 4

### Instrumental focus: Ukuleles

- Whole class instrumental tuition begins in Year 4. An extended project of hour-long weekly sessions introduces the ukulele. This offers all students the opportunity to start their journey of learning an instrument, moving on to smaller co-curricular after-school groups or private lessons if desired.
- Children learn instrument specific techniques to play simple chords, strum and change between chords in time with others and eventually accompanying themselves as they multitask singing whilst playing.
- Chord diagrams for ukuleles are introduced and song structures are followed as we create accompaniments for songs.
- Ukuleles are used to improvise and compose their own music creatively.
- Melodies are taught through reading pitch notation, by ear and from memory.
- All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is further reinforced and developed.
- The project works towards class and year group performances of songs with ukulele and percussion accompaniment. Children with individual experience on specific instruments are also encouraged to use these in class lessons and in our production.
- Children perform in front of each other, appraising their own and others' achievements. The whole year group has the opportunity to perform together, including in their cross-curricular Easter arts production.

## Year 5

### Instrumental focus: Guitars and Pianos

- All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are explored and the associated vocabulary is reinforced as we progress further in our whole class instrumental tuition.
- Moving on from their experience with ukuleles, children begin to learn chords on the guitar at differentiated levels to suit all abilities.
- At keyboards, children explore how layering pitches can create chords of differing moods: major, minor and dissonant. Chords can then be selected to create a chord sequence.
- Children work towards a whole class performance following a chord sequence, moving on to recreate a popular song with all the pitched instruments we have studied and percussion.
- Children begin the basics of descant recorder using a limited range of notes. Simple melodies are taught by memory and from traditional notation. 'Red Hot Recorder' by Sarah Watts is used and children are encouraged to join our Recorder Club.
- Children perform in front of each other, appraising their own and others' achievements. The whole year group has the opportunity to perform together, including an end-of-term performance to parents.

## Year 6

### Instrumental focus: Percussion and Recorders

- All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are explored and the associated vocabulary is used with confidence.
- Improvisation and compositional skills are further developed using rhythmic (non-melodic) pieces as a stimulus and exploring compositional techniques to extend their original ideas into longer pieces.
- More advanced rhythm patterns are layered as ostinati and a greater autonomy to regulate pulse as a group is developed.
- Percussion is explored in many forms: Samba, djembe drums, body percussion, drum stick techniques and real drum kits.
- Children further develop their knowledge and skills on the descant recorder using an extended range of notes and differentiated resources for all levels of players, learning simple melodies by memory and from traditional notation, working towards playing duets. 'Red Hot Recorder' by Sarah Watts is used and children are encouraged to join our Recorder Club.
- Melodic creativity is encouraged as they improvise and compose short melodies for themselves using recorders and keyboards.

- Children perform in front of each other, appraising their own and others' achievements. The whole year group has the opportunity to perform in the End-of-Year Production.

### Oysters SRP

#### Instrumental focus: Keyboards, Ukuleles and Percussion

- Music is integral to everyday learning in Oysters, beyond the discrete music sessions we enjoy. Children are also able to join music lessons with their mainstream classes when timetabling allows and perform in the corresponding Year Group show, where appropriate.
- A wide variety of tuned and untuned musical instruments are explored as we create sound pictures together, learning to select and make sounds in imaginative ways.
- Electronic keyboards are explored as resources to add creative sound effects.
- Where appropriate, piano keyboard skills are taught in small group lessons and are available for individual practice in Oysters work areas.
- Ukuleles are also taught in small groups, where appropriate, with adapted instruments to aid with the physical pressing of strings if required.
- Age appropriate vocabulary to describe music we hear and play ourselves is developed from the opposite characteristics found in the core elements of music (pitch, duration, dynamics, tempo, texture, timbre). E.g. high/low, fast/slow.
- The children's ensemble and turn taking skills are developed through songs, playing instruments together, following a conductor and listening to others, developing social-awareness, confidence in creativity and fine motor control too.
- Simplified staff notation, chord diagrams and colour-coded notation are used to aid learning.
- Recordings of their creativity and performances are made and shared with parents and the rest of the school.

