



## Music Curriculum Overview

Our curriculum includes many common aspects and themes that are woven through all year groups and across all subjects:

- It is broadly topic based
- The curriculum allows the children to relate their learning and skills to our school values of appreciation, compassion, love, perseverance, respect and trust and live their lives by them.
- Children are encouraged to learn from first hand experiences and exploration, which is built upon to learn about increasingly less familiar and more abstract ideas, concepts and places.
- Life skills are progressively taught and embedded which children can transfer to the next phase of their education, and in time to the wider world of work and the outside world
- The school grounds and immediate locality are made good use of for learning, where possible, and the children are encouraged to develop a greater understanding of Reading's place in national and international affairs, in addition to its place in the Thames Valley.

### Intent

At St Mary and All Saints CE Primary, Music plays an important part in our curriculum. It is taught both discretely and where opportunities arise, in connection with other learning. Musical learning contributes to the wider aims and vision of our school, encouraging the development of skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work – listening, concentration, creativity, intuition, perseverance, self-confidence and sensitivity towards others.

Children are taught Music regularly and consistently with opportunities to sing with attention to tuning and use a variety of tuned and un-tuned instruments with correct techniques, developing musicianship skills as their journey through the school progresses, consistent with the aims of the National Curriculum for Music. Children have opportunities to expand upon their classroom learning by participating in local musical opportunities and attending after school clubs including instrumental or vocal tuition. Opportunities are found for children to experience live music performed by visiting musicians and by taking trips to local venues.

### Implementation

#### Singing

We use a sol-fa (Kodaly) inspired approach to encourage children sing simple melodies encouraging accuracy of pitch, beginning with simple so/mi songs in Reception and progressively introducing additional pitches and different intervals. Simple rounds are introduced by the end of KS1 and these are extended into KS2, using layering. During KS2, children's singing extends from rounds and rhythm chants to multi-part rhythms/chants and simple harmonies (drones), extending to more complex harmonies by Year 6. Children who wish to do so are able to take advantage of weekly, in-school singing lessons from Berkshire Maestros. The school has an auditioned Choir for children in KS2 and an all comers choir for KS1 and Y3.

#### Listening and Appraisal

Throughout their musical journey, children listen to and discuss a wide variety of music from different genres, cultures and traditions. They talk about how music makes them feel and extend to recognising and discussing the inter-related elements of music – tempo, dynamics, timbre, texture, structure and pitch. Children are introduced to a variety of different instruments and begin to recognise orchestral instruments and how they

sound. Opportunities are found for children to experience live music both in school and in out of school contexts.

### **Making Music with Instruments**

Children are taught correct handling and use of hand-held percussion and they use tuned chime bars to support pitch work from the very beginning of their musical journey.

Children learn to play glockenspiel, descant recorder, drum pads and chords on ukulele. KS2 children who wish to do so also have the opportunity to extend instrumental learning to an orchestral instrument and children who are learning an instrument outside school are encouraged to use their instrument in classroom music. Various clubs are available to extend children's learning beyond the classroom.

Children's music-making begins with motifs, rhythms and soundscapes on untuned percussion and extends through simple pitched accompaniments for singing to more complex chord accompaniments and soundscapes.

### **Improvisation/Composition**

Children are encouraged to improvise motifs, routines, patterns and rhythms using body percussion and instruments from the beginning of their musical journey. They create soundscapes with hand-held and tuned percussion and improvise tuned phrases on pitched instruments.

### **Notation**

At SMAS, we use a Kodaly-inspired approach to teaching notation. Children begin their musical journey with many opportunities to move to music and feel the pulse. Later, they clap back simple 4-beat rhythms and begin to use spoken rhythm syllables. They learn to follow a leader and graphic scores. At the end of KS1, children extend their understanding of rhythm syllables to rhythm notation, both reading and composing rhythms.

In KS2, children extend their recognition of pitch notation by annotation for pitch and progress to pitch notation with annotation for support as needed.

### **Performance**

Children have regular opportunities to perform both in ensemble and solo contexts. They are regularly invited to show what they have learnt to the class and perform to parents. Opportunities are found for children to perform to wider audiences, for example in the Berkshire Maestros Junior Music Festival, the Reading University Partnership Festival, and other community events such as the Choir's regular performances in the local and wider Reading community.

### **Impact**

Children experience enjoyment through a variety of musical activities, respond to musical emotions and develop an understanding of music through these activities. They are encouraged to explore a wide range of sounds, experience listening to music of a variety of styles and develop an understanding of musical history, cultures and traditions. They develop an open mindset and can discuss their likes and dislikes using musical language. They develop an appropriate musical vocabulary to help them understand and discuss their own work and that of others.

Children of all abilities develop positive attitudes and experience success and satisfaction in music, developing social skills through co-operation with others in the shared experience of music making. They have the opportunity to enhance performance skills by learning and performing music both vocally and with instruments.

Children are taught to use all the available instruments and many will choose to take opportunities to extend to further tuition through clubs and/or play-on programmes. Older children feel confident to choose their preferred instrument in classroom ensemble activities and play it confidently, with correct handling and technique.

Children make early connections between pitch and Sol Fa hand gestures, understand how to create and use graphic scoring in many forms and learn formal notation for rhythm then pitch.