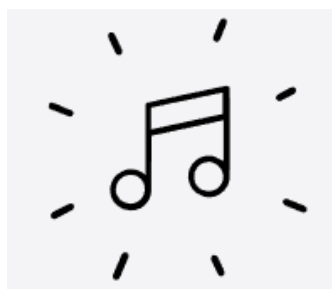




Music



*Together we believe, achieve and enjoy*

# Our School Vision

*“Together, we believe, achieve and enjoy”*

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make. In our music curriculum, we ensure that children value and respect the subject and its impact on their wellbeing through an appreciation of key artists, composers and by seizing the opportunity in their young lives to develop a love of music.

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in music.

# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

*Our five Crown Principles drive our history curriculum.*

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# Rationale for our Music Curriculum

## Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that being a musician can bring*: to listen, appraise, perform and evaluate whilst acquiring the key skills needed for any budding young musician

## Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in music*. A selection of *carefully chosen musical influences* are embedded within our music curriculum to *promote resilience*. Children are encouraged to be resilient when embarking on their musical journeys in becoming the budding young performers that we believe our children should have the opportunity to be.

## Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. *Through careful planning, we have chosen key musical concepts so children aspire to be like the influential musicians who have impacted the world*. We provide tangible role models to raise our pupils' aspirations to inspire them to work even harder to be the best that they can be. We want our pupils to have a clear understanding of the link between achieving well and having musical aspirations for the future.

## Wellbeing

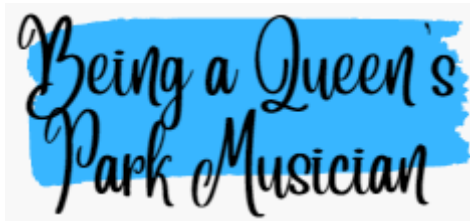
At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. *In music, we ensure our children can share in the early aspirations that have made our musicians of yesterday*

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and can show an appreciation for the contributions that music has provided us with and its impact on their young lives. With 'wellbeing' as a curriculum driver, we give children the confidence to musically thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

### kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge and skills acquired in music is crafted by our curriculum leader and music subject leader to ensure that all pupils achieve secure key skills and knowledge in music. All our teachers teach with the aim to ensure pupils have the sufficient skills and knowledge to progress through primary school and beyond.



Being a musician means that all the key elements of music complement each other harmoniously. Through our listen, appraise and perform approach, our children begin to understand that 'we are all musicians'.

The children learn to appreciate many different genres of music and their composers associated from the Baroque period up to the present day, forming an integral part of our listen and appraise element to our curriculum.

We also want a Queen's Park pupil leaving our school having been given the opportunity to learn a new instrument from all four musical families; percussion, strings, woodwind and

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brass creating the new and budding musicians of tomorrow having been inspired by those of the past.

# Intent

## Music Long Term Plan (example)

### Year 1

Year Group and Period	Autumn Term	Spring Term	Summer Term
<b>Year One</b>  <b>Contemporary (1960s- Present)</b>  Beatles - Yellow Submarine Little Mix - Wings  2 hours taught over the year	<p><b>Autumn 1st</b>  <b>Hey You!</b> (Hip Hop)                      Listen and Appraise                      Perform                      2 hours</p> <p>(2 lessons to explore Hey You and another 1 track (maybe 2) to learn key knowledge for Y1 Listening and Appraising and the skills which link to these. <del>Can</del> learn and perform Hey You across these 2 lessons. This knowledge will then be revisiting throughout rest of Music in year)</p>	<p><b>Spring 1</b>  <b>In the Groove</b> (Blues, Baroque, Latin, Bhangra, Folk, Funk)                      Listen and Appraise                      Improvise and Compose                      Perform                      4 hours</p> <p>(1 lesson to listen and appraise In the Groove and a few other songs from this topic - revisit listening and appraising knowledge and skills learnt in previous lesson. 1 lesson to learn and perform In the Groove. 2 lessons to improvise, compose and perform - using non tuned instruments - I would suggest using pictures to record composition a little like a story map - this could be a solo composition using one instrument)</p>	<p><b>Summer 2</b>  <b>Your Imagination</b> (Pop)                      Listen and Appraise                      Improvise and Compose                      Perform                      4 hours</p> <p>(1 lesson to listen and appraise Your Imagination and a few other songs from this topic - revisit listening and appraising knowledge and skills learnt in previous lesson. 1 lesson to learn and perform Your Imagination. 2 lessons to improvise, compose and perform - some recording of composition as previous topic but possibly building an "story map" idea to show change in dynamics - this could be a group or duet composition using more than one instrument)</p>

Music is taught three times throughout the year

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# Progression in Music

## Progression documents

Our progression documents have been created by the Curriculum Leader and Music Subject Leader to ensure clear progress in the *three areas of music we focus on at Queen's Park: listen and appraise, improvise and compose and perform.*

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS - Year 6.

### An example from Year 1

KSI National Curriculum	<u>Listen and appraise</u> <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<u>Improvise and Compose</u> <i>Experiment with, create, select and combine sounds using inter-related dimensions of music.</i>	<u>Perform</u> <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tunes and untuned instruments musically.</i>
<b>Year 1</b>	<b><u>Listen and appraise</u></b>	<b><u>Improvise and Compose</u></b>	<b><u>Perform</u></b>
<b>Knowledge</b>	<p>The pulse of a piece of music is a steady beat like a heartbeat throughout a piece of music.</p> <p>Rhythm is the sequence of shorter and longer sounds that can fit to a steady beat.</p> <p>The dynamics in a piece of music relates to how loud or quiet the music is.</p> <p>Vocals are sounds made by the voice (male vocals are by a man and female vocals by a woman).</p> <p>Musical instruments are objects which produce sounds.</p> <p>Musical <i>style</i> refers to features of how music in a certain genre is expected to sound/be played.</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>Improvisation does not have to be written down.</p> <p>Composing is like writing a story with music.</p> <p>Making up your own piece of music is called a composition.</p> <p>People who write music are called composers.</p>	<p>A performance is sharing music with other people, called an audience.</p> <p>An audience are people who watch a performance.</p>
<b>Knowledge related to period in music - Contemporary</b>	<p>Music, which has been composed between the present day and 1960, is contemporary music.</p> <p>Music technology in the contemporary period includes cassettes, CDs and digital music players.</p> <p>Little Mix are a popular girl band who won the X Factor in 2011 - the first ever group to win the series.</p> <p>The Beatles were an English band who were founded in Liverpool. Their members were John Lennon, Paul McCartney, George Harrison and Ringo Starr.</p>		

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# Vocabulary

## Vocabulary is V.I.T.A.L in Music

### Valued

We value vocabulary in music and in everything we do.

### Identified

Musical vocabulary is identified by the music subject leader and is explicitly planned for.

### Taught

Vocabulary is explicitly taught in every lesson. Our Musical Journeys are used as a teaching tool for key music vocabulary and the music medium term plans include additional vocabulary to be taught.

### Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their listening and appraising, performance and evaluating outcomes in music.

### Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key musical vocabulary.

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## Early Years Foundation Stage

Through an 'explosion of experiences', our youngest musicians are exposed to the foundations of their musical learning. Musical knowledge, skills and experiences are provided to develop children's artistic and cultural awareness. Adults support the imagination and creativity of our children through play. Children are given the opportunity to explore musical instruments and given chance to perform, sing and express themselves to music. High quality daily rhymes and carefully planned stories are the beating heart of our music curriculum in EYFS. Musical vocabulary is planned for. Staff are role models in demonstrating musical vocabulary to develop self expression and the ability to communicate through the arts which is further enhanced in our excellent provision. The foundations of music learning in EYFS are linked to Year 1 and beyond.

### Year 1 to Year 6

Year on year, children will build upon their *musical knowledge, skills and vocabulary*. The curriculum leader and music subject leader have created a meaningful, sequential learning journey through *music*. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



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# Implementation

## Pedagogy



Both our staff and children are enthusiastic about *music*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the music they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

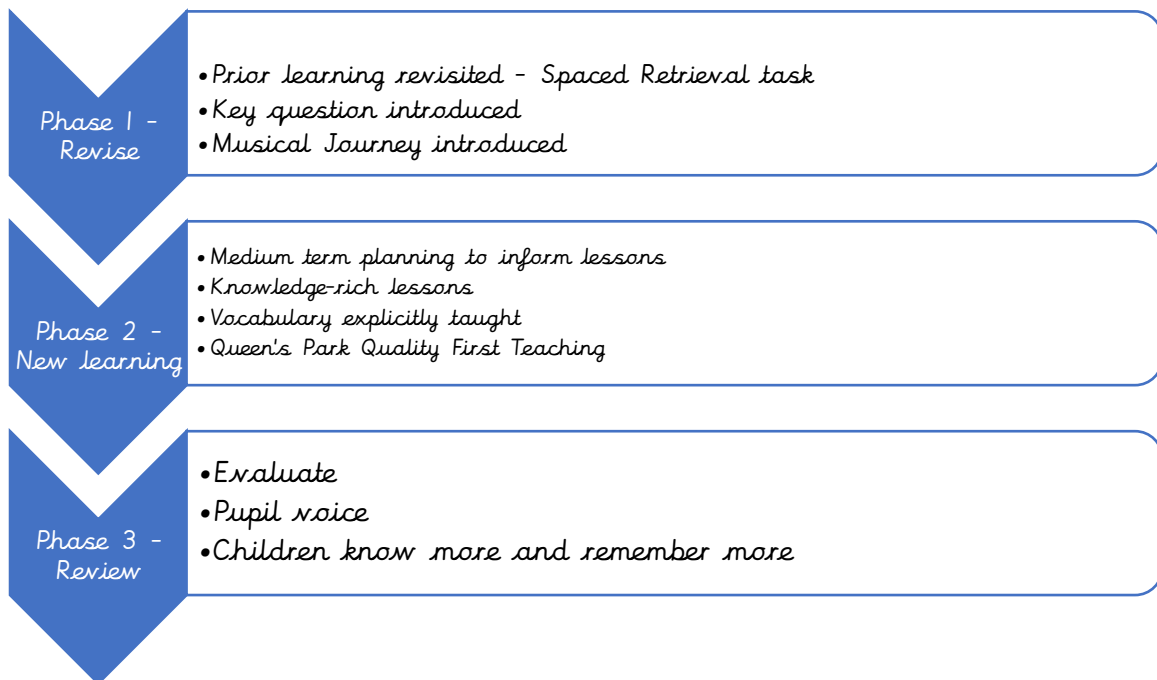
Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our music curriculum therefore focused scaffolding is in place where appropriate.

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# Lesson Structure

The sequence of lessons across *music* follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

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Phase 1 - Revise	<ul style="list-style-type: none"> <li>• Spaced Retrieval Lesson Starter - key knowledge revision</li> <li>• Reference to key question</li> <li>• Vocabulary (some will be tier 3 - subject specific words)</li> <li>• Musical Journey</li> </ul>
Phase 2 - New Learning	<ul style="list-style-type: none"> <li>• Queen's Park Quality First Teaching</li> <li>• New knowledge taught</li> <li>• New skills taught</li> </ul>
Phase 3 - Review	<ul style="list-style-type: none"> <li>• Revise and review - knowledge and vocabulary</li> <li>• Formative assessment</li> <li>• Recorded performances</li> </ul>

## Musical Journeys

Our Musical Journeys support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

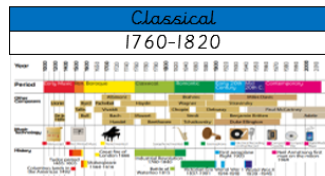


### My Year 5 Musical Journey

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_



**Key Knowledge:**

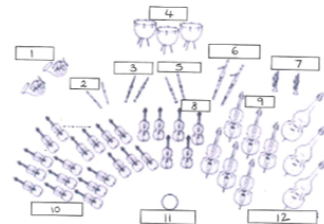
- Classical music is distinct from Jazz, Pop or Folk music.
- The Classical era specifically relates to period when composers were using full symphonies, composing comic operas and developing piano sonatas.
- Orchestras changed dramatically. Wind and brass instruments joined with string instruments to make a fuller sound.
- The piano was introduced in this era.

**Odd One Out**

Which do you think is the odd one out and why?



**Name the Instrument in the Classical Orchestra**



1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

# Impact

We understand that we may not see the true impact of our *music* curriculum on our children as our *music curriculum* is just the beginning of a lifetime of learning.

Our well-constructed and well-taught *music curriculum* leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our *music curriculum*. Through disciplinary literacy in *music lessons*, the impact of reading on the children's *musical learning is paramount*.

The impact of Queen's Park *music* curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

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