

Music Curriculum Flow

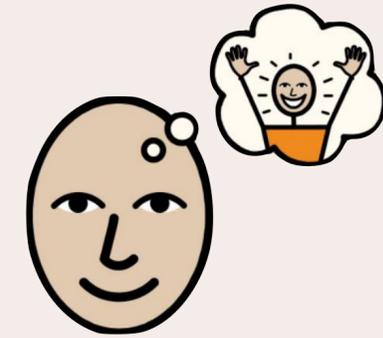
Curriculum Drivers



Aspiration



Community



Creativity



Language and communication



Our Curriculum Drivers

Aspiration



Children will make music, think more musically and become, as a result, more musical. Children will become more confident and be aspiring performers, composers and listeners and express themselves musically.

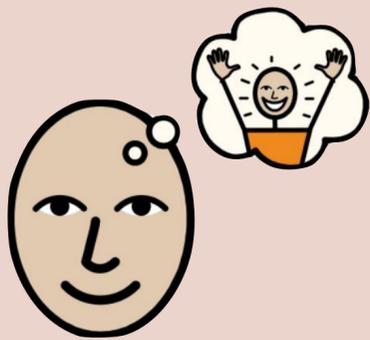
Children will have their eyes opened to music from around the world and across generations.

Community



Music at Marden Vale develops discussion and interaction and reflects whole school community values. It allows children the opportunity to work with and appraise each other's work. Children's minds are opened to appreciate and respect music from different traditions within our and other communities.

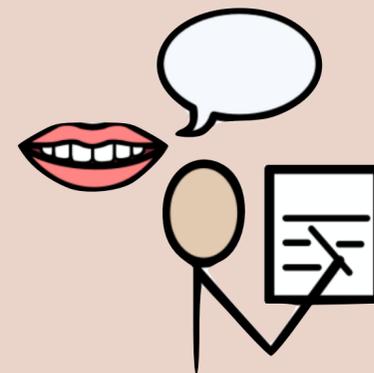
Creativity



Children's musical creativity will be developed through the skills of singing, playing tuned and untuned instruments. They will have opportunities to improve and compose whilst learning how to listen and respond to music.

Children will understand ways music can be written down enabling confidence in composition and performance.

Language and communication



Developing the vocabulary to respectfully express the impact music has on them, including what they like and dislike. This will include their own music and that of their peers.

Intent

The intention of Marden Vale Academy Primary school's music curriculum is, first and foremost, to help children, from Early Years to Year 6 and beyond, to feel they are musical, and to develop a life-long love of music. We focus on developing the sequential skills, knowledge and understanding that children need in order to become confident and aspiring performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, opening our children's minds to appreciate and respect music from different traditions and communities. We want our children to make more music, think more musically and become, as a result, more musical!

The children at Marden Vale Academy Primary school will develop the skills of singing, playing tuned and untuned instruments. They will improvise and compose music and learn how to listen and respond to music. Our children will develop an understanding of the history and cultural context of music and begin to understand how music can be written down.

Although the music curriculum can arguably support the development of transferable skills such as teamwork, problem-solving, leadership, performance, to name but a few, we do not want to justify the view of music through its wider benefits but want our children to, quite simply, become more musical through competence and expertise in the subject area.

At Marden Vale we use Kapow Music scheme as a vehicle to deliver the discrete teaching of music. This well researched and comprehensive scheme allows children to work towards the aims and targets outlined in the national curriculum. It is our intent that children at Marden Vale will become successful musicians, using both their conscious and unconscious minds, through the opportunities provided in and outside of the classroom, in order to develop their musical learning and experience.

Impact

By using the Kapow Music scheme as our vehicle, Marden Vale Academy are enabled to take a holistic approach to teaching and learning music. Performing, listening, composing, the inter-relation dimensions (pitch, duration, tempo, dynamics, timbre, texture and structure) of music and the historical aspects of music are all woven together to ensure a rich and inspiring experience. These 5 strands are taught, in a cross-curricular way, across 5 lessons in each unit. Each unit is designed to inspire and motivate, capturing student's imagination and encouraging them to explore further. The children will be taught to sing fluently and to play tuned and untuned instruments with accuracy and control. They will learn how the dimensions of music are interrelated and will be able to apply them to their own compositions and improvisations.

Using Kapow's scheme of work the children will experience a spiral curriculum, where they will revisit and build skills and knowledge many times over the course of their primary education. Skills are built upon each year ensure attainments targets are met at the end of each key stage.

In each lesson children will engage in activities which will develop their skills and understanding of how music works. Lessons will incorporate whole class, group, paired and independent opportunities, and the children will be experience both teacher led and improvised performances. All lessons expect children to actively participate and encourage movement and dance, as well as other cross curricular opportunities.

Every unit taught offers a differentiated approach where children can be challenged and supported appropriately. Knowledge organisers for each unit ensures that our pupils build a solid foundation of factual knowledge, encouraging recall of key vocabulary and facts.

Implementation

The impact of music teaching and learning at Marden Vale Academy can be measured through formative and summative assessment opportunities. These opportunities are provided through the Kapow Music Scheme. Teachers assess pupils against the learning objectives, and at the end of most units of work there is a performance element where a summative assessment of learning can be made.

After high quality teaching and learning of music at Marden Vale, children will leave the school equipped with a range of skills which will well prepare them for the teaching and learning of music at Secondary school. Most importantly it will aid them to enjoy and appreciate music throughout their lives.

The children at Marden Vale will:

- Be confident performers, composers and listeners, able to express themselves musically.
- Show an appreciation and respect for a wide range of music styles from around the world, with an understanding of how music is influenced by the wider cultural, social and historical contexts by which it has been developed.
- Understand the ways in which music can be written down enabling composition and performance.
- Love music! Be able to share their enthusiasm and know what they like and don't like and why.
- Meet the end of key stage expectation as outlined in the National Curriculum for music.

The children will leave Marden Vale Academy Primary school with a life-long love of music!

Music at Marden Vale

Early learning goals and National Curriculum

EYFS

Communication and language - Listen carefully to rhymes and songs, paying attention to how they sound. · Learn rhymes, poems and songs.
Expressive Arts and Design - Sing in a group or on their own, increasingly matching the pitch and following the melody. · Explore and engage in music making and dance, performing solo or in groups
ELG - 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

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.

KS2

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.

Our Big Ideas that link the learning

Singing

Dimensions of music

History of music (KS2 only)

Performing

Composing

Listening

SCHEME (KAPOW) Programme Second Order Concepts

Chronology

Significance

Similarity and Difference

Communication (Oracy and Written)



Our Big Ideas



Singing

Developing an understanding of pitch, melody, rhythm and control, individually and as part of a group



Dimensions of music

Using the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form. (inter-related dimensions)



History of music (KS2 only)

Understanding and exploring how music is/has been created, produced and communicated including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations)



Performing

Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances



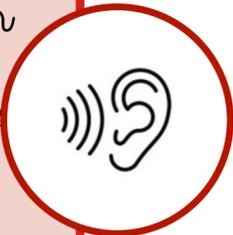
Composing

Having opportunities to improvise, compose and notate; representing sounds through symbols including standard (KS2) and nonstandard notation (EYFS and KSI). Applying knowledge of musical elements and the components of composition to express ideas. The basic core of musical composition is the melody, harmony, and rhythm. The beat, tempo, and meter (regularly recurring patterns and accents such as bars and beats), all work together to create the rhythm. As with the rhythm, there are many parts that work together to create the melody



Listening

Exploring feelings and emotions in response to music, giving opinions identifying instruments, structure, musical features with increasing skill and confidence.





Music Curriculum Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Exploring sound	Celebration music	Musical stories	Big Band	Transport	Music and movement
Year 1	Keeping the pulse	Tempo	Dynamics	Sound patterns	Pitch	Musical symbols
Year 2	West African call and response	Instruments	Singing	Contrasting dynamics	Structure	Pitch
Year 3	Ballads	Creating composition for animations	Developing singing techniques	Pentatonic melodies composition	Jazz	Traditional instruments and improvisation
Year 4	Body and tuned percussion	Rock and roll	Changes in pitch, tempo and dynamics	Haiku music and performance	Samba carnival sounds and instruments	Adapting, transposing motifs
Year 5	Composition and notations	Blues	South and West Africa	Composition to represent Holi	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and tempo	Sounds of WWII	Film music	Theme and variations	Baroque	Leaver's song

Music at Marden Vale

Year 1

Music and movement
Transport

Keeping the pulse
Tempo

Big Band
Musical stories

Dynamics
Sound patterns

Celebration music
Exploring sound

EYFS

Year 3

Pitch
Structure

Ballads
Creating composition for animations

Contrasting dynamics
Singing

Developing singing techniques/
Pentatonic melodies composition

Jazz
Traditional instruments and improvisation

Year 2

Pitch
Musical symbols

Instruments
West African call and response

Rock and roll
Body and tuned percussion

Year 4

Year 5

Composition and notations
Blues

Adapting, transposing motifs
Samba carnival sounds and instruments

Haiku music and performance/
Changes in pitch, tempo and dynamics

South and West African
Composition to represent Holi

Looping and remixing
Musical theatre

Leaver's song
Baroque

Theme and variations
Film music

Sounds of WWII
Dynamics, pitch and tempo

Year 6

Our second order concepts shape the questions we ask



Chronology

The history of music and changes over time



Significance

Considering significant composers, pieces of music and musical periods



Similarity and difference

Comparing pieces of music, identifying common/different styles and techniques



Communication (oracy and written)

Using music terminology, responding to music, expressing opinions, experimenting, exploring, performing

Our second order concepts shape the questions we ask



Chronology

Why can't we really tell what very early music may have sounded like?

Why do you think music has changed over the years?

Why were the Beatles so important in the British music industry?



Significance

Can you name any significant composers from the past? Can you name a piece of music they composed?

What musical period do you enjoy?

What impact did music from the 60's have on the music industry?



Similarity and difference

How did that piece of music/instrument sound different to the other?

Which style of music is it?



Communication (oracy and written)

What word describes how fast/loud a piece of music is?

Can you choose an instrument that would make a good sound for a seascape?