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| **Stoke Gabriel Primary School**  **Music Curriculum Plan**  Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners.  ‘*Music is a universal language and embodies one of the highest forms of creativity’* (National Curriculum, 2013)  We are committed to developing enjoyment of and curiosity for music. We want our students to understand the importance of music from a wide variety of historical periods, cultures and genres. We aim to introduce children to music from all around the world and across generations, teaching children to respect and appreciate music from all traditions and communities.    We believe that Music is a subject which enriches children’s lives and education, with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.    Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
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| **KS1 Music Vocabulary List**     |  |  |  |  | | --- | --- | --- | --- | | Preschool/Nursery | Reception | Year 1 | Year 2 | | **Listen,** song, voice  Sounds: soft, squeaky, deep, high, low, big  Play, shake, tap, bang, jingle, clap, sing  Copy, start, stop, move, together, share | Music, instrument,  Voice sounds, body sounds, nature sounds  Fast, slow, high, low, loud, quiet, rhythm, steady.  Song, lyrics, verse,  Band, musicians, audience  Makaton/sign language, actions | Percussion instruments, body percussion  Singing voices, speaking voices, thinking voices  Syllables, beat, pulse, rhythmic pattern, sound pattern, dynamics, volume, pitch, tempo  Warm up, chorus, tune, in time,  **Performance**  Soundscape, symbol, rest (gap)  **History and genre:** Musical story | Instrumental sounds (brass, string, woodwind, sound effect, mood,  *emotion, express*  Timbre, structure,  **C**omposer, composition, inspiration, sequence, melody  Call and response,encore, conductor, orchestra  **Notation,** representation, beat, half beats, dot, phrase, stave  **History and genre:** legend, myth |     **KS2 Music Vocabulary List**     |  |  |  |  | | --- | --- | --- | --- | | Year 3 | Year 4 | Year 5 | Year 6 | | **Listen:**  features, atmosphere, tune, represent, *tuned and untuned percussion*, layers, *rhyme, chant,*  I**nter-related dimensions of music:**  melodic pattern, layered melody, key-change (major key/minor key), crescendo, duration, harmony,  **Compose:**  *Compose, improvise,* instrumentals, phrase, stanza  **Perform**:  facial expressions, *solo, ensemble, part,* backing track, rehearse, *recall,* *accuracy, fluency, control,* in-time, in-tune,  **Notation:**  stanza, letter notation, grid notation, octaves/scale  **History and genre:**  poem, ballad, pop song, folk, jazz, rag-time, off-beat, swing music, Indian (Bollywood, sarangi, tabla, tala) | Riff, repeated melody, bass line, harmony line  Texture, contrasting rhythms, flat notes/ sharp notes, ostinato, glissando, pizzicato, staccato, sliding pitch  Sections, loop, melody line, transpose  Acapella, breath control, cue, unison, in the round,  Staff notation, crotchet, minim, quaver, dotted minim, key signature, semi-breve  Hand jive, rock and roll, haiku, samba | pronunciation, transition  Balance, ascending scale/descending scale, chord, syncopated rhythm  Back-beat, beat-break, fragment, remix, choreographer, librettist,  Director, soloist, duo, unaccompanied, vocals, synesthesia  Pitch notation, sheet music, bar  12 bar blues, djembe, musical, opera, hip-hop, jukebox, rock | Characterize, evoke, imagery, clash, harmonize/complement,  Counter-melody, poly-phonic(texture), tremolo legato, diminuendo, largo, ritardando, forte  Interval, modulate, unison, cannon, variations,  polished  Solfa ladder, phrasing, 3/ 4 time, 4/4 time, bass clef,  Influence, era, baroque |   ***Underlined words* from National Curriculum.** |
| I**mplementation:**  Music lessons  As a school, we have invested in the KAPOW primary programme. KAPOW primary offers a structured programme for teaching music. It is aligned with the aims of the National curriculum and the Model music curriculum, ensuring full coverage for KS1 and KS2, as well as EYFS.  Over their time at Stoke Gabriel, through the KAPOW music scheme, children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of music that they listen to, and they will learn how music can be written down.  Through the KAPOW music scheme, children will have an opportunity to develop transferrable skills such as team-working, leadership, creative thinking, problem solving, decision making, presentation and performance skills. Lessons are varied in terms of independent, paired and group work, they are ‘hands on’, and incorporate music and dance elements.  Music is taught in class, once a week. There are 6 units for each year group, designed for each half term, which have been placed onto a 2-year rolling programme to ensure fair coverage within our mixed age classes. Each unit is made up of 5 key strands: listening and evaluating, creating sound, improvising and composing, notation and performing. The inter-related dimensions of music (pitch, duration, dynamics, pulse, rhythm, structure tempo, timbre and texture) are integrated across all of the strands and developed over the course of the scheme. The KAPOW scheme follows a spiral curriculum, where skills and knowledge are returned to and built upon each year. Each time a skill or area of knowledge is revisited, it is covered with greater depth. Children progress in terms of tackling more complex tasks.  School ensembles and performance  Preschool, EYFS, KS1 and 2 children benefit from specialist music teachers from the Devon music hub, who make occasional visits to the school to provide specialist teaching of tuned and un-tuned instruments.  Children from Years 1- 6 have an opportunity to take part in a weekly singing/music club led by our music lead and a music specialist, our choir enjoy choral singing, part singing, songs with an ostinato, partner songs, and songs with call-and-response. They develop breath control, posture, articulation, and an understanding of phrasing and musicality - singing ‘*acapella*’ for the most part, and there are opportunities for individuals to lead parts and conduct. At times, percussion instruments and body percussion provide accompaniment to the singing.  There is also an emphasis on singing for pleasure in the second part of the Autumn Term, where the singing is focused on the Christmas Concert.  In Reception and KS1, the children sing for pleasure. There are regular opportunities for them to keep the pulse, use body percussion, and vary volume and speed. In the Autumn Term, some of their singing and music-making is focused on Harvest and the Christmas Performance.  Vocabulary development has a strong focus within our music lessons and forms a large part of teacher assessment.  Through our Music curriculum, pupils have opportunities to develop their oracy skills and confidence in their voice. They collaborate and rehearse in groups; sing in ensembles; listen to and reflect on composer’s work; use musical vocabulary; justify their choices of instruments or sounds used; and use their voice to develop tonality (overall compositional effect).  Instruments  Instruments have been chosen with care to provide opportunities for whole class instrumental tuition, percussion ensembles, and group instrument teaching. We have a good range of un-tuned and tuned percussion instruments, including a class set of claves. In addition, we have a half-class set of ukuleles, plenty of recorders, boom whackers, keyboards, a good selection of African drums, as well as a range of multicultural instruments. We have access to a class set of samba instruments, for one half term a year, from our Academy Music Hub. The Devon Hub has instruments that can be booked in advance.  Peripatetic teachers  Currently, we have three specialist music teachers that visit the school to provide teaching of singing, ukelele, guitar, violin and piano.  Individual children take music lessons privately and we look to include their specialist abilities in music lessons and in school performances. Some pupils have peripatetic lessons funded through the Pupil Premium Grant. |
| **The 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, * 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. |
| |  |  |  |  | | --- | --- | --- | --- | | **Progression of Key skills for Music** | | |  | |  |  |  | |   We are using the KAPOW primary music materials to monitor progression. Please refer to the KAPOW primary music document: ‘Progression of knowledge, skills and vocabulary’ which provides an overview of the skills covered in each year group and strand and how these skills are developed through our Mixed-age Music scheme of work.  Each half termly unit of the KAPOW scheme develops the 5 skills: listening and evaluating, creating sound, notation, improvising and composing, and performing.  Each unit also builds knowledge on one or more of the inter-related dimensions of music:  pitch, duration, dynamics, pulse, rhythm, structure tempo, timbre and texture.  The KAPOW scheme follows a spiral curriculum, where skills and knowledge are returned to and built upon each year. Children progress in terms of tackling more complex tasks, further developing their knowledge and understanding of musical notations, staff, the inter-related dimensions and the history of music. |
| **In order to assess impact - a guide** |
| A plan, do, check, review approach is used. Progression over time is checked against curriculum expectations. Children are given opportunities to perform and teacher assessment is informed by the KAPOW primary music scheme. |