



Confidence. Persistence. Getting Along. Organisation. Resilience.

Music Intent

At Edisford Primary School, our music curriculum intends to inspire creativity and self-expression, whilst developing the five areas of successful characteristics, which underpin our school ethos. We hope to foster a lifelong love of music, igniting a passion for music across diverse musical experiences. We believe that providing opportunities for all our children to perform, will enable them to become confident, reflective musicians. For us, music is not just a discrete subject, it is a holistic part of our curriculum.

Our Music curriculum draws from the Model Music Curriculum and covers these main components:

Singing

We provide a range of opportunities for children to sing songs, chants, choral rhymes, sing as a choir in unison, sing in different parts, sing rounds and harmonies, learn songs with verses and choruses and sing songs with syncopated rhythms.

Composing and Improvisation

Improvising simple vocal chants, creating musical sound effects, using percussion instruments to create rhythm and tempo, create music in response to non-musical stimulus, composing musical questions and answer phrases to make musical conversation, echo, arrange musical notation cards to compose and arrange music, improvise freely over a drone, compose a ternary piece of music and plan and compose melodic phrases using the pentatonic scale.

Musicianship and Performing

Perform alongside others in an ensemble, respond to rhythm and pulse of music and express using dance, perform songs from a variety of different genres, play tuned percussion instruments and play a melodic instrument to an audience, rehearse as a group to improve and refine performances, play solo, in harmony and in unison, play with a bass rhythm and percussive beat, play and perform in different tempos and pitches, play using musical notation, listen and play music by ear, play and perform music of different time signatures; 2/4, 3/4, 4/4.

Musical Appreciation

Listening to recorded and live performances (opera, musical instruments, bands, choirs, orchestras as part of live shows), develop understanding of the stories, origins, traditions, history and social context of music (jazz, blues, opera, calypso, marimba, rhymes, traditional songs etc.), listen to a range of different genres and be able to name the genre and discuss the markers that define each type of music.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group.
- Create and compose music on their own and with others.
- Use technology appropriately when composing.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles.
- Use and understand musical language and include musical features in their own work.
- Make judgements about the quality of music.
- Have opportunities to play a variety of instruments.
- Have different opportunities to take part in performances.

Teaching Methods

Musical Appreciation

This is taught in three ways:

1. Holistically, by each class listening to a different genre of music each week.
2. Holistically, through our school shows, which draw from a range of popular, choral, classical and musical theatre music.
3. Discretely, through our Musician Endeavour badge and Flair for Music badges, where children learn a range of songs from different genres, either to play on a musical instrument or to sing.

Singing

This is taught in 3 ways:

1. Through our school shows, which draw from a range of popular, choral, classical and musical theatre music (this is primarily choral and unison singing, with some two-part songs).
2. Through our Musician Endeavour badge and our Flair for Music badge (this focuses more on singing in different parts, harmony and rounds and learning to use the voice as an instrument). Singing is taught discretely.
3. Edisford Larks Choir – this is a select group of approximately 30 singers, learning a range of popular songs, learning how to warm up the voice, singing in different parts and harmonies, performing to a range of audiences in and out of school.

Musicianship and Performing

Children learn to play an instrument in:

1. Expressive Arts – Reception (singing nursery rhymes, school show, learning instruments).
2. Flair for Music – Key Stage 1 (Percussion including claves, xylophones and the voice)
3. Musician Endeavour – Key Stage 2 (Tuned percussion – marimba and xylophone, Melodic instrument – recorder).

Composing and Improvising

1. Expressive Arts – Reception (one lesson/activity a week)
2. Flair for Music – Key Stage 1 (Percussion including claves, xylophones and the voice)
3. Musician Endeavour – Key Stage 2 (Tuned percussion – marimba and xylophone, Melodic instrument – recorder).

Timetabling

Reception – Discrete activities to learn music.

Year 1 and 2 –

Half Y3 and Y4 – 16 lessons each year, plus a school show, plus musical appreciation every week.

Half Y5 and Y6 – 16 lessons each year, plus a school show, plus musical appreciation every week.

Year 6 – as above with a Year 6 show too.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in activities such as: weekly singing assemblies, at KS1, a whole key stage performance topic in the Autumn term and year 6 in the summer term, a school choir, marimba club, talent shows, visiting musicians and regular trips to stage and theatre productions. The elements of music are taught practically, by musicians, in small, focus groups, in 2 hourly lessons, over 8 week blocks. Here students learn how to play tuned percussion instruments and the recorder. In doing so they understand the different principles of music, as well as how to devise and read their own musical scores and music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Impact

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover self-expression. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose – either as listener, creator or performer, further developing these skills in the future and continuing to enjoy and embrace music in their lives.