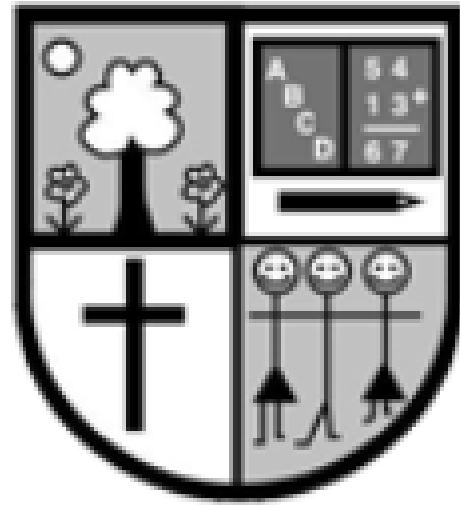


Little Bollington C of E Primary School



Music Curriculum Journey EYFS-Year 6



Little Bollington- How Our Children Learn MUSIC

Through Faith, we are changing our lives for the better, forever
How is this reflected in our Music Curriculum?

Psalm 57:7 My heart, O God is steadfast, my heart is steadfast; I will sing and make music.

At Little Bollington we love to sing and make music! We sing, compose and perform music together to bring joy to everyone. We acknowledge and value different musical tastes, likes and opinions about music. We learn about a diverse range of music and musicians from different cultures, races, and gender, and show appreciation of different styles and genres of music. Our songs are those of love and togetherness as part of Little Bollington community. We celebrate hidden talents of quieter class members and give opportunities for them to express themselves.

Our Intent

God created us to be instruments with the ability to sing and make music. At Little Bollington we aim to give every child the opportunity to experience the power of music to enhance our lives, as well as capitalizing on the benefits it gives in other areas of the curriculum. Singing, playing instruments, performing, and composing are enjoyable, creative and fulfilling learning experiences, but research shows that this learning extends beyond the musical curriculum. Making music in the early and primary years increases listening and concentration skills and enhances a child's ability to discriminate between sounds. This improves phonetic awareness and helps to develop language and literacy skills. Music-making in small groups promotes teamwork and the development of leadership skills, as well as being hugely enjoyable. We find that pupils' confidence can be enhanced if they have opportunities to perform and in addition, music-making has social and emotional benefits, helping children to improve their mood and relieve stress.

Our intent is to:

- Build a music curriculum that is progressive and builds on previous learning
- Promote a love and sense of purpose of music
- Implement a thematic music curriculum ensuring that, although cross-curricular, it is driven by skills and objectives
- Foster a knowledge and appreciation of music and its history through the teaching of the main elements of music, encouraging a sense of ownership in music, ensuring it is viewed as the property of all, not the few.
- Improve the children's own musicianship through the four strands of Listening/Performing/Singing/Composing.

Our Children

Our children come to us with a wide variety of experiences of music, performing and playing instruments so our curriculum ensures we utilise prior knowledge and exposes children to new knowledge and experiences. The children at Little Bollington have a real love of singing- the whole school is one big choir. Weekly singing practice gives us all an opportunity to gather and share the enjoyment of singing. Many of our children would not have the opportunity to learn a musical instrument outside of school so we ensure that all children leave Little Bollington having had 4 years of instrumental learning.

Our Learning Threads

The main threads re visited through the curriculum are- **singing and playing, composing and improvising, listening and appraising**. As the children move through the units of learning they will continually be adding to their schema in these 3 areas.

Our Implementation

Our music curriculum is delivered by class teachers using a highly engaging online music program called Sing Up. The learning within this scheme is based on: improvising and composing, singing and playing and listening and appraising. The programme for mixed age teaching is organised into 4 phases: EYFS, KS1, Lower KS2 and Upper KS2. Within each phase, there is a 2-year teaching cycle, which has been devised to cover the expectations of the National Curriculum for Music and the Model Music Curriculum. Over the course of each phase, children will cover the appropriate musical learning, revision of concepts, repetition and the regular practising of skills that are essential for effective musical learning. In addition, all KS2 children learn a musical instrument through the Wider Opportunities programme lead by The Love Music Trust which lasts for a term.

Children of all abilities are given musical challenge throughout their time at school. Music is regularly shared and celebrated within school with opportunities for pupils to perform individually, in groups and in classes, as part of collective worship, celebration assemblies and school productions

Our Impact

- Children engage in, enjoy music and are happy learners within Music.
- Children of all abilities and backgrounds achieve very in Music.
- There is a proven track record of good outcomes as shown in pupils' musical ability, their music performances and their enjoyment of the subject.
- Clear outcomes focus and guide all Music development plans and drive improvement.
- Music runs through the yearly calendar of key events and supports the celebration of many key events and festivals within school and pupils positively contribute to and support community, public and private events, and celebrations.

The monitoring of children's development in musicianship is the responsibility of both the class teacher and the music subject leader. The music scheme of learning includes progression snapshot lessons, where one song is introduced and then it is revisited and developed throughout the school year. The progression snapshot activities will be recorded and provide evidence to reinforce class teacher's general impressions of how their children are achieving in line with their year group's musical learning statements over time. This will be reviewed regularly by the subject leader, who will also support colleagues in the delivery of music lessons where appropriate.

Music Cycle A

23-24 25-26

	Term 1	Term 2	Term 3
EYFS	<p>Let's Be Friends I've Got a Grumpy Face Focus: Timbre, beat, pitch contour</p> <p>The sorcerer's apprentice Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p>	<p>This is Me Up and down Focus: Pitch contour rising and falling, classical music.</p> <p>Five fine bumble bees Focus: Timbre, tempo, structure (call-and-response), active listening.</p>	<p>I've Got Feelings Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>It's oh so quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments</p>
Year 1/2	<p>Menu Song Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Colonel Hathi's march Focus: Beat, march, timbre, film music.</p> <p>Christmas Production</p>	<p>Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Who stole my chickens and my hens? Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.</p>	<p>Dancing and drawing to Nautilus Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Cat and mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Come dance with me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p>
Year 3/4	<p>Wider Opportunities Instrumental Program- BRASS</p>	<p>I've been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Latin dance (Classroom percussion) Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p>	<p>Just three notes Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Fly with the stars (Classroom percussion) Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p>
Year 5/6	<p>What shall we do with the drunken sailor? Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1</p> <p>Christmas Production</p>	<p>Wider Opportunities Instrumental Program- BRASS</p>	<p>Madina tun nabi Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Kisne banaaya Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p>

Music Cycle B

	Term 1	Term 2	Term 3
EYFS	<p><u>Travel and Movement</u> Witch, witch Focus: Call-and-response, pitch (la-so-mi-do), timbre. Row, row, row your boat Focus: Beat, pitch (step/leap), timbre.</p>	<p><u>Animal Tea Party</u> Bird spotting: Cuckoo polka Focus: Active listening, beat, pitch (so-mi), vocal play Shake My Sillies out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p>	<p><u>Lets Jam!</u> Slap Clap Clap Focus: Music in 3-time, beat, composing and playing. Bow, Bow, Bow Belinda Focus: Beat, active listening, instrumental accompaniment.</p>
Year 1/2	<p>Tony Chestnut Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Carnival of the animals Focus: Timbre, tempo, dynamics, pitch, classical music. Christmas Production</p>	<p>Grandma Rap Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Swing-along with Shostakovich Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Charlie Chaplin Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p>	<p>The Rockpool Rock Focus: 2-part singing, rock 'n' roll, structure, timbre. Tanczmy Librada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p>
Year 3/4	<p>Wider Opportunities Instrumental Program- BRASS</p>	<p>This Little Light of Mine Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot The Doot Doot Song (Classroom percussion) Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2</p>	<p>Global Pentatonic Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Favourite Song (Classroom percussion) Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p>
Year 5/6	<p>Hey, Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1. Christmas Production</p>	<p>Wider Opportunities Instrumental Program- BRASS</p>	<p>Dona Nobis Pacem Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2. Ame Sau Vala Tara Bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p>