

**LEVENDALE SCHOOL**

*“Being the best we can be”*



## Music Curriculum Plan

2021-2022

## Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.



Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

## Music Curriculum Intent Statement

Our Music curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding, based on the 2014 National Curriculum.

### 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

Our EYFS children develop the foundations of an appreciation for Music by exposure and immersion in four key strands within their provision:

- Hearing and listening
- Vocalising and singing
- Moving and dancing
- Exploring and playing

We want our pupils to:

- Love learning about music and how it develops creativity, self-confidence, expression and a sense of achievement.
- Achieve their full potential by learning to sing, compose and perform alone and with others both in and outside of school.

- Develop curiosity by exploring music across a range of historical periods, styles, genres, traditions and how music is created, produced and communicated.
- Have fun by learning how to play a musical instrument.
- Be inspired by the work of musicians and great composers from the past and present.
- Have memorable experiences by performing, listening and evaluating a wide range of music.
- Learn life skills by understanding how music can enrich their own lives and those of others.
- Develop as individuals by providing challenge, support and inspiration.

### **The Levendale Music Curriculum**

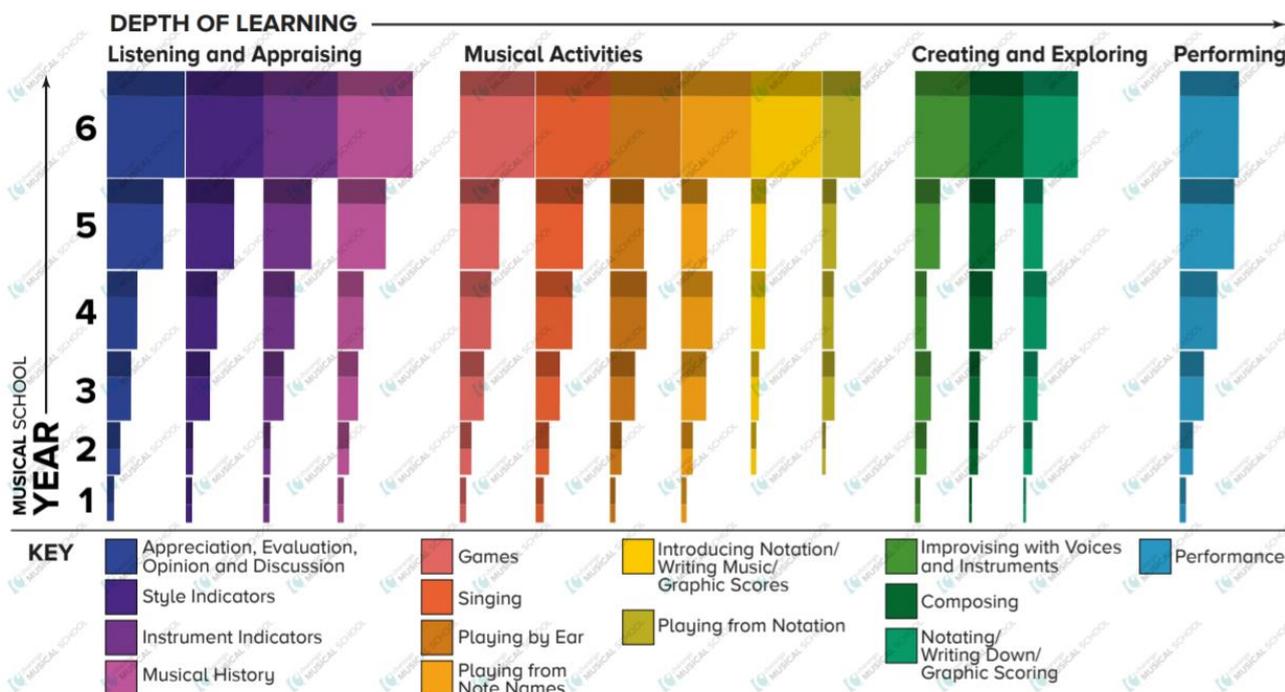
We predominantly use Charanga as our method for delivering an exciting and relevant Music curriculum through school. This ensures coverage of the statutory elements of the National Curriculum 2014 as detailed previously.

Each year group from Y1-Y6 moves through four different phases as part of their year's study in Music:

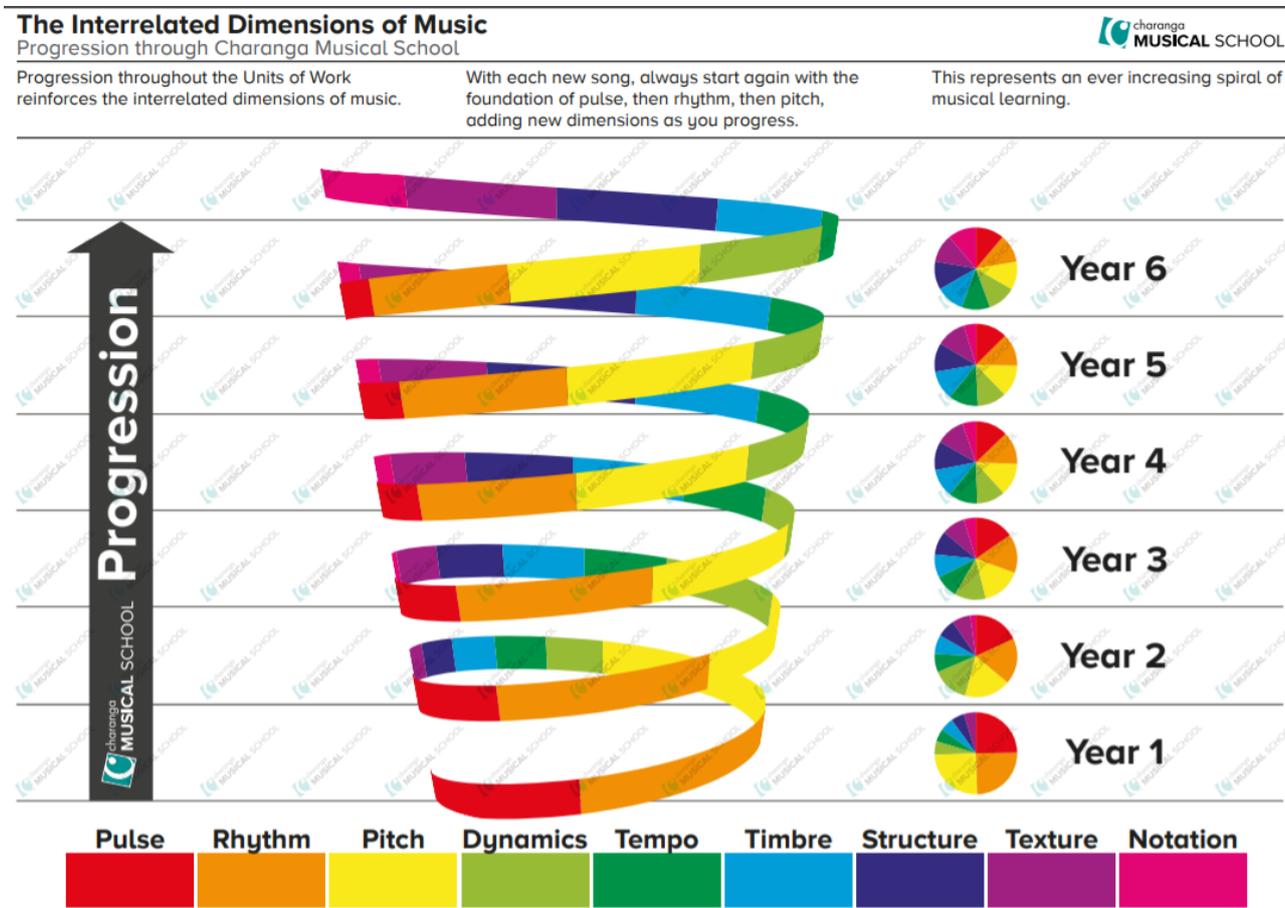
- Listening and Appraising
- Musical activities
- Creating and Exploring
- Performing



Depth is built into the progression between each year group according to the schematic below:



As part of our exploration of Music, children explore the concepts of pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation:



**The skills continuum**

	<b>LISTENING</b>	<b>COMPOSING</b>	<b>PERFORMING</b>
	Enjoy listening and responding to music	Choose making music in continuous provision	Ask others to listen to what they are doing
	Respond to different moods of music, in different ways	Create and choose sounds in response to different starting points	Use their own voices in many different ways Copy and perform simple rhythm patterns
	Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike	Create short melodic patterns and rhythmic phrases Recognise and explore how sounds can be made and changed Choose sounds to represent different things in different ways Make sequences of sounds and combine sounds for different purposes Show some imagination in the use of sound Create simple accompaniments	Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo. rhythm and tone Use their voice in different ways Sing simple songs from memory Imitate changes in pitch Sing songs with more accurate pitch Maintain a simple part in a round

	LISTENING	COMPOSING	PERFORMING
	<p>Listen with greater attention to detail</p> <p>Recognise well defined changes in sounds</p> <p>Identify mood in music</p> <p>Identify beat and pulse in music</p> <p>Recognise pattern in music</p> <p>Describe music using appropriate vocabulary</p> <p>Begin to compare different kinds of music</p> <p>Recognise differences between music of different times and cultures</p>	<p>Recognise and explore how sounds can be organised</p> <p>Create a range of musical patterns</p> <p>Improvise within a group</p> <p>Improvise repeated patterns</p> <p>Carefully choose and order sounds to achieve an effect</p> <p>Order sounds within simple structures (beginning, middle, end)</p> <p>Use sound to create abstract images</p> <p>Read a simple musical stave</p> <p>Compose simple melodies and songs</p> <p>Use pitch to communicate ideas</p> <p>Sequence long and short sounds</p>	<p>Follow instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Perform with increasing expression, and control and sing with good intonation and articulation</p> <p>Understand and use the concept of pulse</p> <p>Use ostinato to accompany</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Sustain a rhythmic accompaniment</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Sing songs from memory</p> <p>Sing with a sense of the shape of the melody</p> <p>Make range of vocal sounds: tone, timbre, volume</p> <p>Hold a part in more complex round</p> <p>Control the way some sounds are made, through breathing</p> <p>Control both short and long sounds</p> <p>Work to improve their own work</p>

	LISTENING	COMPOSING	PERFORMING
	<p>Describe what they hear using a wider range of musical vocabulary</p> <p>Recognise how musical elements are used by composers to create different moods and effects</p> <p>Understand the cultural and social meaning of lyrics</p> <p>Appreciate harmonies, drone and ostinato</p> <p>Explore ways the way in which sounds are combined towards certain effects</p> <p>Understand the relationship between lyrics and melody</p>	<p>Use a range of dynamics, timbre and pitch in composition</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p>Use own signs and symbols to record composition</p> <p>Know and use standard musical notation of pitch and beat</p> <p>Understand the concept of bass and treble clef</p> <p>Comment on the intended effect</p>	<p>Show confidence in leading a group</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Begin to sing in two part harmony</p> <p>Show control through breathing, articulation and dynamic</p>