



Caversham Park Primary School

Together we enjoy, create and achieve

Music Rationale

At Caversham Park Primary School, we value Music. We are MUSICIANS! We believe that music lessons will engage, inspire and challenge all children to compose, rehearse and perform with confidence and creativity.

We believe that Music is a vital part of every child's life. Through our curriculum lessons and our wider opportunities, we aim to immerse children into the world of music and help them to develop the skills and knowledge they will need in order to progress into KS3.

Curriculum Intent:

At Caversham Park Primary School, we believe that children should be actively making music in every music lesson. The Music Curriculum has been carefully crafted to provide maximum opportunities for children to make music through singing, instrumentation, composition and music technology. Each unit has an opportunity to embrace the expectations of the National Curriculum and encompasses the ideas and skills suggested within the Model Music Curriculum (March 2021). Our curriculum is ambitious and is built around the key skills which the children need to learn. These skills have been carefully tracked and progress across the units so that each year the children review and build on the skills they have learnt previously.

From their very beginnings in EYFS to the end of KS1 our curriculum aims to immerse children into a wide range of music. In each unit children will study a key piece of music or musician which demonstrates or inspires the skills which they are going to learn. As the unit progresses the children have opportunities to compose and perform their pieces to a variety of audiences, their peers, other classes and within assemblies to parents and carers.

Our Music curriculum is a knowledge rich curriculum. As the children progress through their musical lessons, they will develop their knowledge and understanding of the key elements of music such as pitch, tempo, dynamics, duration, timbre, texture and structure. They will use these elements to describe what they hear, to improvise and compose musical pieces on their own (solo) in groups (ensemble) and as a whole class. They will learn to listen to and watch musical performances and use these as inspiration for their own creative compositions. They will learn how music is written both formally and graphically and use these notations to record their compositions.

Across the curriculum, within lessons and assemblies, children will learn about a variety of genres of music including Classical, Swing, Jazz, Rhythm and Blues, Reggae, Calypso, Rock and Roll, Gospel, Pop, Beat Boxing, musical theatre, film music and music from other cultures. They will learn about the History of music, finding out about Great Composers, famous pieces and famous musicians. This wide range of experiences encompasses the golden threads of our curriculum, recognising female musicians and composers and developing children's cultural capital.

At Caversham Park we believe that Music should be accessible to all children and as such the curriculum is designed so that teachers can scaffold the learning to suit the individual child. All children have access to a full curriculum and have the opportunities to Enjoy, Create and Achieve!

Curriculum Implementation:

Children experience three alternate terms of Music each year, which allows them sufficient time to become fluent in their musical knowledge and skills. Each unit has 6 carefully designed hour-long lessons which have been planned and prepared by the Music Leader to ensure that progression, repetition and creativity is built in throughout. Each unit has an opportunity for listening, singing, development of musical skills and for children to create a final composition which can be shared with other classes and the wider community.

Units such as the music of World War II, Music of the Civil Rights, Fire Fire!, Calypso Creations have opportunities to develop musical skills linking to other curriculum areas. These have been carefully designed so that the musical skills are enhanced by the content.

The lessons themselves are carefully structured. Each unit has an overarching question which provides the focus for the small steps which children will follow. Each lesson has a key question which the children explore. Through warm up games, listening and appreciating activities based on the key piece of music, focussed skill development, composition work and singing, children develop their musical abilities. Each lesson has opportunities to develop children's Oracy skills through discussion and collaborative work.

Wider opportunities:

Singing:

Children will also have opportunities outside the curriculum lessons themselves to widen their skills, knowledge and to provide opportunities to perform to wider audiences. Each week children across the school come together for a whole school singing session. Within this session, children learn new songs, develop singing skills and sing together in unison, parts and harmonies. These songs are then practised in other assemblies so that the children develop their confidence with the songs.

Music of the Week:

In addition to singing, daily assemblies often open with our Music of the Week. Each term they will focus on a different aspect of Musical History or culture. This is aimed at raising the cultural capital of the children by exposing them to a wide range of music including: Music from the 20th Century (Jazz, Swing, Rock and Roll etc), Music from the Great Composers such as Mozart, Beethoven, Handel, Bach, Vivaldi etc; Instruments of the Symphony Orchestra and music from the movies and musicals. As they listen and reflect upon what they hear and feel, they will widen their Musical knowledge with carefully chosen facts and information.

Performances:

Throughout the year, the children have many opportunities to sing to wider audiences such as: Celebration Assemblies where parents / carers may attend, Harvest Festivals and Carol Services. We have an active choir who take part in performances at the Hexagon Theatre, Reading, and in and around Caversham, where opportunities allow. Our choir rehearses in an after school club.

At Caversham Park Primary School, we value the importance of performance opportunities for the children and we love to put on a show! There are three performances a year tailored to the age and ability of the children. In the Autumn Term the children in EYFS and KS1 perform and sing in a Nativity Play to their families. Years 3 and 4 will rehearse and perform a play in Spring Term and Years 5 and 6 in the Summer Term. Within these performances the children will learn to sing in unison, parts and harmonies (KS2), perform with confidence both in their spoken and acting roles but also through dance and movement.

Curriculum Impact:

We assess Music using formative assessment: assessing children not only within the lesson but across the unit. All units culminate in an end product where all children show the knowledge and skills that they have gained throughout the unit. Thus, teachers have a clear idea of the impact of their teaching and are able to ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in for future learning both from lesson to lesson and from unit to unit. End products also ensure achievements in Music are show cased and celebrated.

Our Music curriculum will lead pupils to be enthusiastic Musicians, evidenced in a range of ways, including pupil voice, videos and recordings of their final compositions.

EYFS is the start of the children's journey as a Musician and by the end of their time in EYFS the children will be able to:

- Sing rhymes and songs with confidence imitating pitch with movement and their voices.
- Perform songs, rhymes and stories with others.
- Listen to pieces of music and respond to changes in pitch and dynamics and duration using their bodies
- Move, sway and clap to the pulse of the music and copy and make simple rhythms.
- Name and play a selection of instruments with control and will have explored the difference between high and low, fast and slow and loud and quiet.

Through introducing them to the fundamental concepts of music and creating a love for the art they are fully prepared to learn about Music as a discrete subject in KS1

KS1 builds upon the skills begun in EYFS and continues them on their musical journey. By the end of KS1 the children will be able to:

- Sing a variety of songs with a good control of pitch. They can adapt their voices to sing faster, slower, louder and quieter. They have begun to sing in simple 2 part rounds.
- Listen more attentively to a variety of music responding through movement, art and also through describing the changes in sound using terms such as pitch, duration and dynamics.
- Clap in time with a common pulse and copy and recall rhythms. They will be familiar with the terms, symbols and note values of a crochet, quaver, minim and rest and will be able to use these to create simple 4 beat rhythms.
- Identify the difference between high and low and will have explored steps in pitch using their voices and instruments. They will be able to compose simple patterns which jumps and steps in pitch.
- Name, select and play tuned and un-tuned instruments with control so that they sound as they should. They will be able to change the tempo and dynamics of how they play to suit the style of music they are playing.
- Compose music in response to images, videos and stories with help from their peers and in whole class compositions. Their compositions will apply the skills they have learnt and will have a clear beginning and end.
- Perform their compositions as part of a whole class or in small groups following simple directions from their conductor.

By the end of their primary school journey as a musician, children at Caversham Park Primary School, will leave us:

- having thoroughly enjoyed learning about music, therefore encouraging them to undertake new life experiences now and in the future.
- having a good knowledge of the key elements of music such as pitch, dynamics, duration, structure, texture and timbre.
- having learnt about the history of music and have listened to music from a wide range of composers and musicians.

- being able to sing with confidence and joy in unison, 2 and 3 part rounds, 2 part harmonies and in echo parts. They will have a strong control of pitch, understand the importance of good posture, clear diction and control of breathing. They will understand how facial expressions and movement can enhance performance.
- being attentive and reflective listeners. They will be able to appreciate and explore different genres of music and respond to these using their knowledge of the key elements of music.
- being able to copy and recall rhythms and melodies from memory and listen carefully to others to maintain the common pulse. They will be able to play different rhythms at the same time as others, adding movements and body percussion.
- having a good understanding how lyrics are created and identify where, when or why the song was written. They will have had the opportunity to create lyrics to their own songs which convey a message.
- having learnt to play a variety of musical instruments with control including learning to play an orchestral instrument with a professional musician. They will be able to read simple scores and play melodies using their understanding of note names, values and positions including crochet, quaver, minim, semi-breve and the different types of rests.
- having composed music from a wide range of stimuli including images, videos, songs, stories and historical events and for a variety of purposes. Their compositions will involve different rhythmic structures.
- having learnt to record music both using formal notation and graphical notation.
- having learnt to perform their compositions to a wide range of audiences and evaluate each other's performances constructively.
- having created their own song which conveys a message, writing the lyrics and creating the backing track using musical technology.

Throughout their musical journey, the children will have developed progressively, not only to enable them to meet and go beyond the requirements of the National Curriculum but to prepare them to become competent musicians in secondary education, being fully prepared for the KS3 curriculum, and for life as an adult in the wider world.