



Music

Curriculum Intent, Implementation and Impact Statement



Intent

In line with the 2014 National Curriculum for Music, our aim is to provide a high-quality Music education, which encourages self-expression and allows children's creativity to flourish. Our school ethos is 'Where Stars Shine', Music naturally lends itself to children actively participating in performances in front of their class or the rest of the school so they can build self-confidence within a safe learning environment. In the future, this will in turn fill children with the confidence they need to approach situations which ordinarily are out of their comfort zone. As well as performance, the curriculum will teach children to confidently compose, appraise, and listen to a variety of music. We intend for children to enjoy Music and develop critical opinions on the themes, emotions or stories which are told through a musical medium. These are crucial in being able to demonstrate a deeper understanding of the meaning behind various rhymes, songs or instrumentals children are exposed to. We aim to not only equip children with the musical terminology to accurately describe what they hear, but numerous opportunities to apply this language when describing their own pieces of music.

By the time children leave King David, they will have had many opportunities to:

- Control sounds through singing and playing musical instruments (perform).
- Create and develop musical ideas (compose).
- Respond and review music (appraising).
- Listen and apply musical knowledge and understanding.

These four areas are covered each year from Year 1 to Year 6. The Music curriculum has been broken into Key Skills, which are built upon each year to ensure knowledge from the prior year group is embedded before progressing.

Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

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.

Implementation

At King David, a range of approaches are implemented to ensure children experience high-quality Music teaching and learning. Key skills are mapped across each topic and year group to ensure systematic progression. Teachers make appropriate use of published schemes, such as the Music units available Twinkl and Times Educational Supplement (TES), BBC Radio, Music Express, as well as units developed by the school staff, which are specifically tailored to link to a termly theme. All musical instruments and whiteboards for notation are kept in a communal area so they are accessible.

In Early Years, children are introduced to Kodaly. This method incorporates children's experiences of listening to sounds and moving to the beat. It teaches children the importance of rhythm and pitch, through a range of actions, clapping, games, and rhymes. Kodaly is taught from EYFS until the end of the Autumn Term in Year 3. Therefore, children have an excellent foundation in the basics of Music prior to moving onto understanding the purpose or history of Music. In the Spring Term of Year 3, children are taught how to play the recorder; this is offered through Services for Music and is fully funded by the school. For a fee, parents are given opportunities for their children to receive additional musical lessons during the school day, such as children having violin lessons in small groups or one to one depending on interest. Children, who have additional lessons, are given an instrument to take home which will enable them to practise the skills they have learned prior to their next lesson.

At King David, we intend to promote high standards of singing through weekly choir sessions. Choir promotes a sense of community and belonging, helping children to feel pride when these are sung in whole school prayers, which is a vital part of our Jewish ethos. The Music Co-ordinator and Head of RE liaise to ensure songs relating to Jewish festivals are taught in context of the upcoming celebrations, therefore Music is used to enhance children's understanding of Judaism.

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Nursery</i>	<i>Kodaly -keeping a rhythm Clapping and tapping rhythms Choir Musical instruments out daily to promote independent music playing. Learning songs such as 5 little monkeys swinging in a tree, Simon Taps with, nursery rhymes. Musical bumps and musical statues listening to the pause in the music Phonics - Phase 1 environmental sound discrimination Instrumental sounds discriminations Body percussion sound discrimination</i>	<i>Kodaly keeping a rhythm Identifying different musical instruments Syllables in our names Songs relevant to our topic Choir Phonics phase 1 - making musical instruments. Rhythm and rhyme</i>	<i>Kodaly Choir Topic relevant songs and add musical instruments to accompany the songs.</i>

<p>Reception</p>	<p><i>Kodaly with added songs to promote high and low</i> <i>Topic relevant songs with actions e.g. head, shoulders, knees and toes. Finger family.</i> <i>Choir for festival themed songs</i> <i>Clap back simple rhythms</i></p>	<p><i>Kodaly with added song to promote steady beat</i> <i>Topic relevant songs with actions e.g. opposites songs and addition/subtraction songs</i> <i>Choir</i> <i>P.E dance module explores different space themed music which inspires movement</i> <i>Clap back and say ta titi</i></p>	<p><i>Kodaly with added songs to promote rhythm</i> <i>Topic relevant songs about birds, summer and weather.</i> <i>Choir</i> <i>Clap back and compose simple rhythms and introduce break and 4 beat model</i></p>
<p>Y1</p>	<p><i>Year 1 are following the Kodaly scheme of work.</i> <i>Choir</i> <i>Class singing of songs to do with the assembly</i> <i>Teddy bears picnic</i> <i>Chug chug train</i> <i>Miss polly had a dolly</i></p>	<p><i>Choir</i> <i>Kodaly</i></p>	<p><i>Choir</i> <i>Kodaly</i> <i>song/music for the end of year concert</i></p>
<p>Y2</p>	<p><i>Class Assembly- I'm still standing/ Fight Song</i> <i>Choir</i> <i>Kodaly- Bounce High Bounce Low</i> <i>Pirate Shanties</i></p>	<p><i>Choir</i> <i>Kodaly- Focus on pulse and feeling heartbeat</i> <i>English Poetry- Sound Collector, children used a range of objects to recreate sounds.</i> <i>PE warm up change speed according to music.</i> <i>Body percussion (refer to planning)</i></p>	<p><i>Choir</i> <i>End of year concert</i> <i>BBC Great Fire of London songs</i></p>

<p>Y3</p>	<p>Choir Kodaly Planning for this term Rhythm Beat - clapping different rhythms Notation - Ti-Ti, Ta,Ta - Link to Rhythms Link with note names F A C E and Every Good Boy Deserves Football Learn So Mi La Do Simple composition using ti ti ta ta notation Smple composition using ti ti and ta ta as well as notes E to F Learn 'Land of the Silver Birch' notation and singing If time allows - Twinkl scheme of Winter covering melody, rhythm and graphic score</p>	<p>Recorders whole class Choir Class singing linked to Rainforest - Eg: Jungle book songs</p>	<p>Recorders whole class Choir Songs/music for end of year concert Guide to the orchestra - each lesson looks at a different section of the orchestra. Listening and picking out the different instruments (BBCguide to the orchestra plus my lesson sheets) Woodwind Brass Strings Percussion</p>
<p>Y4</p>	<p>Romans 1. Using a beat to march in time as well as learning different Roman dances. Cross-curricular linked with PE. 2. Choir</p>	<p>Living things and their habitats 1. Producing a piece of music in a group with others using a beat. -understanding when it is their turn to come in.</p>	<p>As advised below: -Twinkl unit used for reading Musical notes will be introduced into Y4 so it can be built upon in Y5.</p>
<p>Y5</p>	<p>WW2 1. WW2- looking at the progression of music, appreciation of music. Cross-curricular linked with PE/ Dance unit. 2. Creating their own rap- linking the Lambeth walk. 3. Looking at the progression of music through time, written work completed to display a clear understanding of musical vocabulary</p>	<p>Earth and Beyond 1. Cats - Y5 Music Express 2. FireBird- what could be the song it is singing/ playing? 3. The Planets- Holst</p>	<p>Ancient Greece 1.KS2 Music - Heroes of Troy (links to a playscript to show how music can drive the story forwards) 2. Twinkl unit used for reading Musical notes. I would advise this unit be introduced in Y4 and repeated in Y5.</p>

Y6	<i>Crime and Punishment - Holocaust Klezmer music - explore use of scales and tonal patterns to create distinct sounds/moods etc Choir</i>	<i>Titanic - music to lift spirits Explore music from different classes and situations during Titanic's journey. Different purposes - to entertain, to uplift etc Choir</i>	<i>End-of-year concert Creating a performance. Projecting voice, singing in parts etc Choir</i>
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Impact

Our approach to the curriculum results in a fun, engaging, and high-quality Music education. We are in the process of developing our monitoring across the subjects of the National Curriculum, moving towards measuring the impact of the curriculum through triangulation of outcomes: pupil voice, assessment and recording of achievement against the Key Skills, planning, monitoring of books, saved work and displays, lesson learning walks, discussions with teaching staff, pupils, and parents. Pupils' achievement is recorded against the Key Skills and a summative grade given at the end of the academic year, which is shared with the parents in pupil reports. Comparisons are made between a cohort's progress in the subject over time and between different cohorts' achievement against the Key Skills, and this is used to inform planning and the provision of resources. The Key Skills for Music are available in a separate document.