



Hampreston First School

Vision

Our vision for Music is to foster and support musical awareness in all our children such that they acquire the confidence and some of the skills to both appreciate and express themselves through music. We aim to give children a music curriculum which allows them to gain access to the musical world around them, find answers to their questions, and gain a sense of what music can represent. This will involve exciting, practical hands-on lessons that will inspire children of all abilities, releasing their musical potential.

Why We Believe Music is Important

It is a very basic human desire to create music. From the earliest age, children copy songs and create rhythms. In a busy world music creates solace and calm as well as entertainment. As teachers, we feel it is important to guide children in the appreciation of music. We believe that age-appropriate, progressive acquisition of musical skills is a good way to allow the development of music appreciation to take place. Learning about the wider context of music is also of key importance. In addition, the social nature of musical performance develops children's sense of cooperation and interdependence.

Characteristics of Musicians

Musicians at Hampreston school are enabled to express themselves and allowed to experiment. They are taught skills and concepts which allow them to develop musically. Most importantly they enjoy themselves through singing and playing instruments and are encouraged to experience a sense of achievement through their study, practice and performance.

Subject Statement

Intent

Music should be an enjoyable experience for pupils and teachers. At Hampreston children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also works across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas

plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

(See also Music Progression grid).

Level Expected at the End of EYFS:

Expressive Arts and Design (Exploring and Using Media and Materials) Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 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

KS2 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

Music Curriculum Overview

EYFS	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Capture experiences and responses with music, dance, paint and other materials or words • Begin to build a repertoire of songs and dances 	<ul style="list-style-type: none"> • Sing simple songs from memory with the whole class, in groups and individually • Recognise and explore how sounds can be changed using our voices and also using tuned and untuned percussion instruments 	<ul style="list-style-type: none"> • Sing simple songs from memory with the whole class, in groups and individually • Recognise and explore how sounds can be changed using our voices and also using tuned and untuned percussion instruments
Year 1	Autumn	Spring	Summer
	Explore a range of live and recorded music from different times and cultures	Create musical patterns with tuned and untuned percussion instruments	Investigate different instruments and symbols; explore timbre, tempo and dynamics in various tunes.
Year 2	Autumn	Spring	Summer
	Rhymes and songs "Great Fire of London"; Use voices expressively; Listen with concentration and understanding; Christmas play singing and untuned percussion.	"Rain Tree" - Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds using dimensions of music	Folk songs - Use voices expressively and creatively; Play untuned instruments musically Recorder- Play a tuned instrument musically
Year 3	Autumn	Spring	Summer
	Sing with clear diction, control of pitch and musical expression; Playing simple tunes on the recorder;	exploring, choosing and combining rhythmic and melodic material on tuned and untuned percussion instruments	Sing with clear diction, control of pitch and musical expression; play tunes on the recorder with control and rhythmic accuracy
Year 4	Autumn	Spring	Summer
	Use clear diction, control of pitch and musical expression; learn to play the recorder; recognising pitch, duration, dynamics, tempo and silence.	Learn basic drumming skills. exploring, choosing and combining rhythmic and melodic material on tuned and untuned percussion instruments	Play tunes on the recorder, descant and treble, with control and rhythmic accuracy and perform to an audience. Sing with clear diction, control of pitch and musical expression;

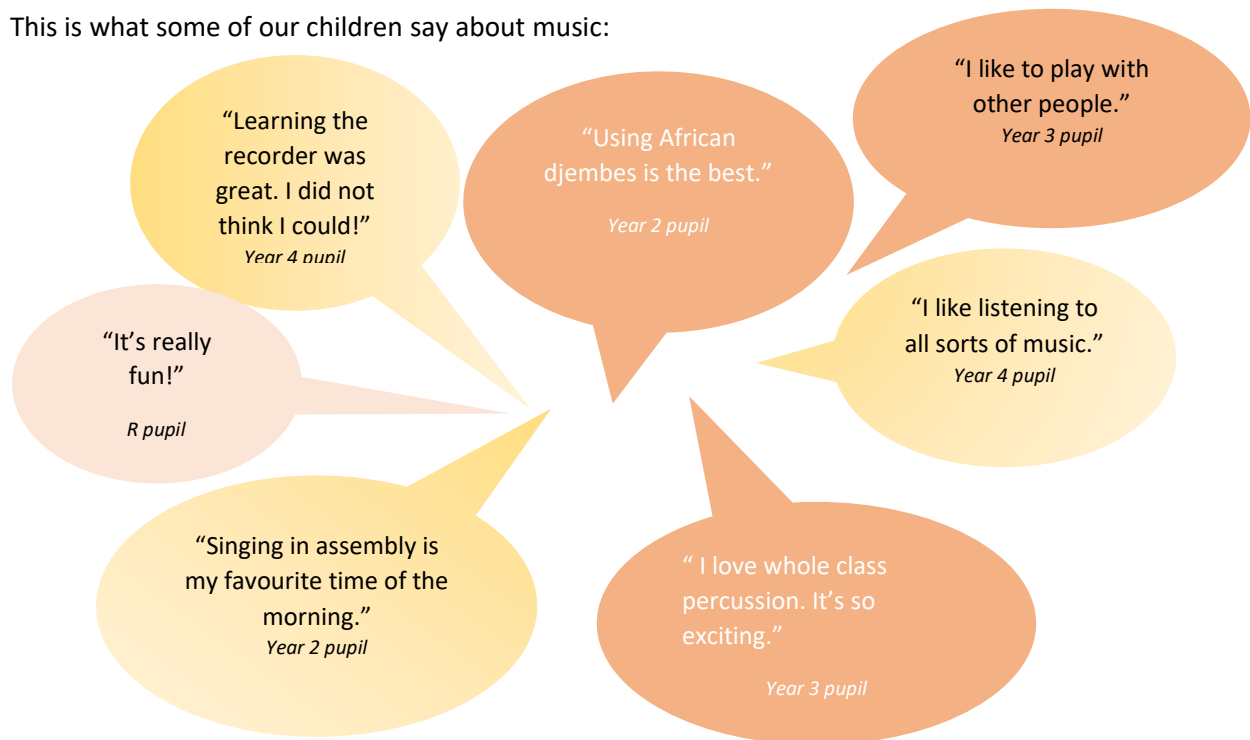
The online music resource **Charanga** is also used across the musical curriculum.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is

loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

This is what some of our children say about music:



Promoting British Values Through Art and Design

We endeavour to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our science curriculum. Please see our British Values policy for further information. Throughout our music lessons we promote individual liberty through encouraging children to make their own choices and mutual respect in listening to other people's contributions.

Spiritual, Moral, Social and Cultural Aspects

The Music curriculum supports spiritual development by concerning children with the beauty of music and its place in the world.

Music supports social development by giving children opportunities to collaborate with their peers. This also occurs through the sharing of resources within the classroom, the negotiating of responses and group problem solving and by using discussion, debate and collaborative work to further musical understanding. Children learn to appreciate the work of others and are taught to be non-judgmental.

Music supports the cultural development of a child by exposing them to a range of different musical stimuli from around the world. Music can provide a vital insight into a different culture.

Inclusion & Equal Opportunities

Through the music policy the school aims to provide every child with an equality of opportunity to access a broad and balanced curriculum regardless of gender, ability, attainment, background and ethnicity, through:

- Valuing the wide variety of experiences the children bring to school
- Providing differentiated tasks for gifted and more able pupils
- Providing musical activities which are inclusive of any physical or other limitation.
- Addressing the needs of children learning English as an additional language

Date of policy review: