

## Appendix9: Curriculum Statement for Music

### Organisation and delivery of the music curriculum.

The music curriculum is delivered across the school, by a specialist music teacher, in weekly timetabled sessions. The breadth and progression of skills is outlined in the table below. Each year group is taught curriculum content separately but may be taught in mixed age groups for common themes e.g. Christmas productions. Class teachers may add further sessions of their own, particularly in EYFS. In Year 3 children learn music through the First Access programme of class violin lessons, taught by a teacher from the County Music Service, and this year group has some additional time for singing. In Year 4 all children are taught the recorder in class lessons. Children may choose to continue with recorder lessons in Years 5 and 6. Sessions are taught by the music subject leader during curriculum time.

There are many opportunities for music making at Ashwell School. (Please see the Provision Map below). Each Key Stage holds a musical Christmas production and we strive to be involved in musical activities in the wider community. We encourage the performance and sharing of music by children in an informal and supportive way and are flexible to the skills and talents of individuals.

### Resources

**Schemes:** All the children are taught to read and write musical notation in line with the expectations of the National Curriculum. The subject leader currently uses methodology demonstrated by the Voices Foundation and the Tobin method of musical literacy.

**Storage:** Most music resources are kept in the Hall. Classroom instruments are stored in cupboards and the violins are on the shelves. Frequently used songbooks, teaching aids and sheet music are on the shelves. Further co-ordinator resources are stored in the music room cupboard in the New Block.

### Planning

The Yearly Overview (see below) is maintained in line with the curriculum and to reflect school events. This forms the basis of half termly planning for each year group.

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	High, low, pitch matching, exploring voices and using it in different ways, steady beat, loud, quiet, repeat short rhythmic and melodic patterns.	High, low, pitch matching, steady beat, getting faster and slower, rhythmic patterns.	Perform simple rhythmic or repeated patterns and accompaniments, keeping to a steady pulse.	Violin WOPs, learning open strings, sing in tune, strong beats, weak beats, French time names	Recorder: B A G, crotchets, quavers, minims and French time names taa and tete.	Consolidate notation skills: reading and performing pieces on a variety of instruments in small groups. Prepare for Harvest Festival and Young Voices concert.	Develop notation skills: become familiar with melody, chords and bass lines. Prepare for Harvest Festival and Young Voices concert.
<b>Autumn 2</b>	High, low, pitch matching, beginnings, endings, Christmas songs	Sing with shape of melody within a limited range, diction, breathing, Nativity songs	Sing with shape of melody, diction, breathing, Nativity songs	Violin WOPs, bow hold, read relevant notation, singing: Christmas play, diction, breathing, sing in tune, maintaining a part	Christmas play, diction, breathing, sing in tune with expression, maintaining a part	Christmas play, diction, breathing, sing in tune with expression, maintaining a part with awareness of others.	Christmas play, diction, breathing, sing in tune with expression, from memory, maintaining a part with awareness of others.
<b>Spring 1</b>	High, low, pitch matching, steady beat, loud, quiet. Songs for under fives concert.	Perform simple patterns keeping to a steady pulse, getting louder and quieter,	Sing with shape of melody, perform simple rhythm patterns and accompaniments keeping to a steady pulse.	Violin WOPs, use bow, question and answer, perform rhythmically simple parts and accompaniments. Singing accurate to an octave.	Recorder: B A G C D' Perform from notation, maintain a part within a group. Great stave, clefs, compare tempi	Prepare for Young Voices concert. Metre: 2/4, ¾, 4/4. Compose and perform as part of a group. Sing in parts with awareness of others.	Prepare for Young Voices concert. Analyse and compare musical features, major and minor scales, metre 6/8 and swung rhythms.
<b>Spring 2</b>	Exploring voices and instruments (timbre) long, short, create and choose sounds	Exploring timbre and how sounds can be made and changed: wood, metal, strings. Choose and order sounds within simple structures.	Exploring timbre: how sounds can be created and organised: wood, metal, strings.	Violin WOPs, using first finger, pitch steps and leaps, perform to parents, singing.	Recorder: low D, metre and simple time signatures, perform from limited notation. Compose simple pieces in groups, evaluate	Perform by ear and from simple notations, maintain a part. Compose by developing ideas within structures	Improvise melodic and rhythmic material within given structures. Lead other, take solo, provide rhythmic support. Identify different styles.
<b>Summer 1</b>	One / several sounds, long, short, pitch matching games and songs	Perform simple patterns keeping to a steady pulse. Playground songs and games, diction, breathing	Playground songs and games. Instruments: playing tuned percussion. Structure: simple repeated patterns. Recognise simple forms of rhythmic notation.	Violin WOPs, using first finger, pitch leaps and steps, sing in tune with expression. Recognise how different elements are combined.	Improvise melodic and rhythmic phrases, compose within simple structures, explore how sounds can be created, pentatonic patterns	Compose by developing ideas within simple structures, evaluate and improve. Use elements expressively and for a purpose.	Compose using known structures, evaluate and improve. Use elements expressively and for a purpose.
<b>Summer 2</b>	One / several sounds, playing with fast and slow, create and choose sounds in response to given starting points.	Layers, getting higher and lower, structure: simple repeated patterns and accompaniments, representing sounds with symbols	Composition: choose and organise sounds. Use simple rhythmic notation. Structure: simple repeated patterns. Getting higher and lower, layers.	Violin WOPs: cluster event, perform to school. Improvise repeated patterns and combine layers of sound, sing in tune with expression.	Explore orchestral timbres, how sounds can be created, describe, compare and evaluate, perform from notation, maintain a part individually.	Sing with awareness of how parts fit together. Describe, compare and evaluate different kinds of music using appropriate vocab.	Explore different styles and devices, sense of time and place, use ICT to compose for different occasions, using a variety of notations.

## Ashwell School Music Provision Map 2014-2015

	N	R	1	2	3	4	5	6
Curriculum lessons	Daily activities in class. Weekly lessons with HW.		Weekly singing lessons in Hall with HW Weekly music lessons in class with SG		Weekly singing and music lessons with HW.			
Wider Opportunities					Violin tuition with NM from music service. 30 min sessions weekly	Violin lessons continue as individual or small group tuition.		
Extra – curricular activities						Choir		
Instrumental tuition				Piano, violin, cello, brass, flute, clarinet, saxophone, guitar, recorder <ul style="list-style-type: none"> <li>Perform individually and in small ensembles in assemblies</li> <li>Take part in FS concert</li> </ul>				
Community links	Joint concert with Ashwell Playgroup and Gloria’s Nursery		Perform Nativity to KS2 audience		Perform Christmas musical to KS1 audience and to parents. Taiko drum sessions in collaboration with KTS. Yr6 G&T music technology workshop at KTS.			
					Perform violin concerts			Joint Cluster singing event at KTS secondary school
Assembly singing			Sing songs in whole school assembly every Monday and Wednesday					
Productions and presentations	Christmas singing to parents		KS1 Nativity		KS2 Christmas Musical Instrumentalists perform in assemblies			