



South Hykeham Community Primary School Music Curriculum

Expectations

Level Expected at the End of EYFS

In our Foundation Stage, this involves following the 'Statutory framework for the Early Years Foundation Stage', and the following are expected:

Expressive Arts and Design

ELG: Being Imaginative and Creative

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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 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.

Intent

Music is an integral and well-resourced part of life at South Hykeham Primary. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Music is planned in-line with the statements laid out in the national curriculum and with cross-curricular links where possible, with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of musical styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Implementation

Charanga

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children will be given opportunities to learn music specific vocabulary in a meaningful context. During each lesson, children will be given opportunities to apply skill and given chance for collaboration through composition.

Through our membership with the Lincolnshire Music Service, children are offered whole class musical opportunities, for example, whole class strings and participation in the Infant Music Programme. Outside agencies are welcomed in; current opportunities, for example, are for children to play guitar and ukulele. Music within school offers singing club, recorder club, guitar club and close links with the local community, for example, singing at local care homes at Christmas time. Once a week, the children participate in a Singing Assembly and in daily collective worship, they sing together. Children are regularly given the opportunity to sing or play to an audience.

Impact

Music is monitored by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, assessment analysis, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

The Charanga way of assessing – the Musical School Assessment Framework - uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility to upload and store digital evidence.