



Music

INTENT

At Crudgington Primary School, we recognise the important role of music in children's development. Our high-quality music curriculum meets the needs of the National Curriculum aim of 'engaging and inspiring pupils to develop a love of music and their talent as musicians,' in order to 'increase self-confidence, creativity and sense of achievement.' Children will participate in a range of musical experiences including whole class singing and learning a musical instrument. Music lessons will provide children with the opportunity to create, play, perform and listen. Our curriculum allows children to understand a wide range of musical genres, styles, tradition, and historical periods. At the heart of our music curriculum are the dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, structure, and notation. Children will develop a greater understanding of each dimension as they progress through their learning journey at Crudgington Primary School and will establish secure musical skills and concepts as a result.

Children will:

- Sing, play and perform in solo and ensemble contexts.
- Listen to, review, and evaluate music across a range of historical periods, genres and styles.
- Understand how music is produced, created, and communicated.
- Improvise and compose music.
- Use and understand musical notation.
- Appreciate a range of high-quality music from great composers and musicians.

Our Music curriculum will:

- Develop pupils' ability to sing and use their voices individually and in a group.
- Allow pupils to create and compose music on their own and with others.
- Give opportunities to learn a musical instrument.
- Give pupils knowledge of how to use technology appropriately when composing.
- Provide pupils with the opportunity to understand and explore how music is created, produced, and communicated.
- Expose pupils to a range of great composers and musicians from a variety of historical periods, genres, styles and traditions.
- Promote the enjoyment and appreciation of a range of different music styles e.g. classical, jazz, hip-hop, pop, rock etc.
- Develop understanding of musical language and include musical features in their own work.
- Make judgements about the quality of music.
- Provide pupils with opportunities to play a variety of instruments and take part in performances.

IMPLEMENTATION

At Crudgington Primary School music is embedded through whole class music lessons, weekly singing assemblies, various performances, and the learning of instruments. We teach across a two-year rolling curriculum that follows the Charanga Scheme of work. Charanga exposes children to a wide range of genres and provides lots of practical opportunities to explore and develop as musicians and singers. The music curriculum is broken down into termly units and each unit has a learning focus. Each lesson builds on pupils' prior knowledge, this ensures progression throughout their learning journey. A typical music lesson will follow the learning sequence: Listen and appraise, musical activities, singing and voice, composition, and performance. In Key Stage One pupils are taught how to play the recorder and in Key Stage Two pupils are taught how to play the glockenspiel. These instruments are then used as a resource in their music lessons.

Music also has a significant role in our cultural celebrations throughout the year., with children learning and performing songs for events such as harvest festival, Remembrance Day, Christmas, and Easter. All children learn and perform songs for parents and carers across different points in the year, including whole class assemblies.

The Music Subject Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning. Also, the Music Subject Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Music curriculum. Within our professional development procedures, the Music Subject Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school. During the academic year, regular INSET training is provided in order to disseminate new information, ensuring all staff are updated with relevant changes within Music; as a result, teachers will deliver the best Music curriculum and provision for all pupils in their care.

	Year	Autumn	Spring	Summer
Class 1	A	Me!	Everyone	Our World
		<u>Genre</u> Nursery Rhymes	<u>Genre</u> Nursery Rhymes	<u>Genre</u> Nursery Rhymes
		<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch
	B	My Stories	Rhythm In The Way We Walk	Big Bear Funk
		<u>Genre</u> Nursery Rhymes	<u>Genre</u> Reggae	<u>Genre</u> Funk
		<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch
Class 2	A	First Note to First Band Recorder	In The Groove	Friendship Song
		<u>Genre</u> Musical Instrument	<u>Genre</u> Blues, Baroque, Latin, Folk, Funk	<u>Genre</u> Pop
		<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch
	B	Recorder Course	Round and Round	Zootime
		<u>Genre</u> Musical Instrument	<u>Genre</u> a	<u>Genre</u> Reggae
		<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch	<u>Dimension</u> Pulse, Rhythm, Pitch

Class 3	A	Ley Your Spirit Fly	3 Little Birds	Glockenspiel Stage 1
		<u>Genre</u> RnB	<u>Genre</u> Reggae	<u>Genre</u> Mixed styles
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
	B	Bringing us Together	The Dragon Song	Glockenspiel Stage 2
		<u>Genre</u> Disco	<u>Genre</u> Pop	<u>Genre</u> Mixed styles
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
Class 4	A	Mamma Mia	Lean On Me	Make You Feel My Love
		<u>Genre</u> Pop	<u>Genre</u> Gospel	<u>Genre</u> Pop Ballads
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
	B	Living on a Prayer	Dancing in the Street	Stop!
		<u>Genre</u> Rock	<u>Genre</u> Motown	<u>Genre</u> Grime
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre,	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre,	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre,

		texture, structure, notation	texture, structure, notation	texture, structure, notation
Class 5	A	Happy	The Fresh Prince of Bel-Air	Classroom Jazz 2
		<u>Genre</u> Pop/Neo Soul	<u>Genre</u> Old-School Hip- Hop	<u>Genre</u> Bacharach and Blues
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation
	B	You've Got A Friend	A New Year Carol	Classroom Jazz 1
		<u>Genre</u> 70s Ballad/Pop	<u>Genre</u> Classical or Urban Gospel	<u>Genre</u> Bossa Nova and Swing
		<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	<u>Dimension</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation

IMPACT

The following outcomes are a result of our Music curriculum and wider provision:

- Engaged and inspired to develop a love of music and their talent as musicians.
- Increased self-confidence, creativity and sense of achievement.
- A growing musical vocabulary that allows them to critically engage with music.
- Take part in the reflective process of assessing themselves and their peers.
- Celebrate the success and skills with their peers and wider audiences.
- Develop a greater understanding of culture and history.
- Enjoy music in different ways, as a listener, creator, or performer.
- Sing, feel a pulse, add rhythms, and create melodies.
- Very good awareness and appreciation of different musical traditions and genres.