



Music Curriculum

Statement



Curriculum Intent: What do we want for our children as musicians?

At Hilton Spencer Academy, our aim is to deliver a high-quality music curriculum that inspires all children to listen to and build an appreciation of a wide range of music, be creative and reflective, explore the history of music, and to think and act as musicians and composers. 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 develop an enjoyment and curiosity for music, as well as an understanding and acceptance of the importance of all types of music and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of contexts.

Through the teaching and learning of our four key concepts, all children are given opportunities to perform, compose, transcribe and describe a range of musical styles. Teaching and learning of music is supported by the use of the scheme, SparkYard.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, concerts and performances, the learning of instruments, and the joining of musical ensembles.

Impact

Our music curriculum ensures coverage of the National Curriculum. Progression documents ensure that skills and concepts are covered and developed year on year to ensure attainment targets are securely met by the end of each key stage. Through the explicit teaching of music skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time. Assessment and feedback allow children to identify their areas of strength and reflect on areas for improvement.

Our children will build secure knowledge, skills and understanding in music and will be prepared to access the music curriculum in year 7. Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

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 for wider learning.

Participation in music develops wellbeing, promotes listening and develops concentration. Appreciation of music will support our children's understanding of arts, culture and history, both within our local community and across the world. We encourage our staff and children to share in musical appreciation and hope to develop interest in music for the future.

Implementation: How will we carry out our vision?

At Hilton Spencer Academy, our curriculum design is based on evidence from cognitive science:

- spaced repetition
- interleaving
- retrieval.

We implement our vision by using threshold concepts that are big ideas that underpin the subject of music, helping pupils to form a music schema within their long-term memories.

Music is taught as a discrete subject but also 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 gives 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 our school. Extracurricular activities, such as choir, orchestra and peripatetic music lessons, provide children with experience of making music. Adults in school showcase musicianship and their expertise in music through performance.

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through our structured music programme as well as the weekly singing assemblies, concerts and performances, musical clubs and teaching from specialist music teachers. The elements of music are taught in the classroom lessons. Children are able to use specific, musical vocabulary to understand how it is composed, performed, appreciated and analysed.

Impact: How will we assess what the children know, remember and understand?

We assess the impact of our curriculum design in the long-term because learning is a change to long-term memory.

We do, however, use probabilistic assessment based on deliberate practice. This means that we determine that our practices are appropriate, related to our goals and likely to produce the results as the children progress through Hilton Spencer Academy.

We also use comparative judgment in two ways: the tasks we set and in comparing pupils' work over time.

Lesson observations are also used to ensure that the pedagogical style matches our depth of expectations.

Essential Characteristics of a Musician

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

National Curriculum Coverage

EYFS Development Matters	Key Stage 1 National Curriculum	Key Stage 2 National Curriculum
• Communication and Language: • Listening and attention: Children give their attention to what others say and respond appropriately whilst engaged in another activity. • Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened, are happening or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events • Personal, social and emotional development: • Self-confidence and self-awareness: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Managing feelings and behaviour: They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.	• Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music. •	• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. •

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| <ul style="list-style-type: none">• Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.• Physical Development:• Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.• Expressive arts and design:• Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques.• 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. | | |
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Threshold Concepts linked to Milestones

Threshold Concepts	Milestone 1	Milestone 2	Milestone 3
Perform This concept involves understanding that music is created to be performed.	Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument).
Compose This concept involves appreciating that music is created through a process which has a number of techniques.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale (C, D, E, G, A)).

	• Create short, musical patterns. • Create short, rhythmic phrases.	• Use digital technologies to compose pieces of music.	• Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	• Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
Describe music This concept involves appreciating the features and effectiveness of musical elements.	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds

			• harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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Overview of Teaching and Progression

Whole School Ongoing	Concept			
	Perform	Compose	Transcribe	Describe Music
	Pupils at HPS will have opportunities throughout the year to perform to one another and a wider audience (assembly, year group performances, choir, orchestra, Rocksteady, peripatetic concerts, Young Voices, community events).	Pupils at HPS have the opportunity to compose in computing sessions.		Pupils will have regular opportunities to listen to, appreciate and reflect on modern day music and music through history. Music is used in shared reading sessions, for relaxation and when working, for movement breaks and in assembly times.

EYFS Music Curriculum Key Learning and Skills Overview

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high).	1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).	1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest.	1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).



Year 1 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Move To The Beat	Term 2: Exploring Sounds	Term 3: High or Low?
Children can: - Learn to recognise pulse, matching movements to music - Explore percussion instruments - Perform simple instrumental accompaniments to familiar songs - Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	Children can: - Explore how sounds can be produced in different ways using voices and instruments - Sing simple songs, adding facial expressions and actions to enhance performance - Recognise how composers using dynamics, tempo and timbre to reflect a character or theme - Use song lyrics as a stimulus for a composition - Compose short sound sequences to tell a story and perform them to each other - Follow musical instructions and invent notation to represent sound sequences	Children can: - Learn to identify and describe pitch - Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre - Play simple listening games, identifying and copying simple pitch patterns - Use a variety of tuned and untuned percussion instruments - Compose simple sound effects to accompany sections of a story - Compose pitch patterns and represent them using simple graphic notation - Prepare songs for a class performance

Year 2 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

TERM 1: Time To Play – Exploring Pulse and Rhythmic Patterns	TERM 2: Musical Moods and Pictures	TERM 3: Patterns with Pitch – Exploring Pitch and Melody
Children can: - Develop ensemble skills through singing a range of songs and musical passing games - Learn to recognise the difference between pulse and rhythm - Investigate different ways to play rhythms, varying instrumental timbre and dynamics - Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre - Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognising rhythmic features	Children can: - Learn how songs and music can communicate different emotions - Investigate different ways to express the mood of a song, adding facial expressions and changing voice - Work as a class and in small groups to compose and improvise music on the theme of weather - Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme - Learn to follow and give simple musical instructions - Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols	Children can: - Describe pitch and timbre of instruments - Play simple listening games, using movement to describe the direction of pitch - Sing songs, developing pitch matching skills and perform them with actions and movement - Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation - Learn to play simple melodies and accompaniments using tuned percussion - Prepare songs and music for a class performance

Year 3 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Hear It, Play It! Exploring Rhythmic Patterns	Term 2: Painting Pictures With Sound	Term 3: Sing, Play, Notate!
Children can: - Explore rhythmic patterns - Identify and play rhythms using body percussion, instruments or other sound makers - Perform call and response songs and compose their own call-and-response (question and answer phrases) - Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem - Sing songs influenced by different musical styles and listen out for simple stylistic features in music - Compose simple rhythmic patterns and represent them using graphic notation	Children can: - Learn to identify and describe the ingredients (dimensions) that make up music - Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song - Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere - Compose music inspired by stories or settings - Create and organise music with layers of musical sound (texture) and represent them using graphic notations	Children can: - Learn to identify and describe the direction of pitch in simple melodies - Use voices creatively, creating simple soundscapes singing independently and as part of a group - Learn to represent melodies from songs using dot notation and other graphic representations - Explore pentatonic scales, singing songs and composing or improvising simple melodies - Listen and compare versions of music, understanding the elements that shape a performance - Prepare music for a performance

Year 4 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Playing With Rhythm – Playing Together and Rhythmic Structures	Term 2: Musical Contrasts	Term 3: Melody Builders – Exploring Melodies and Song Structures
Children can: - Develop ensemble skills, learning to perform together rhythmically - Follow and lead musical instructions - Develop their knowledge of rhythmic notations - Play from range of rhythmic notations, performing as a class and in small groups - Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) - Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs)	Children can: - Explore instrumental timbres, learning how instruments can be grouped and classified in different ways - Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) - Identify changes in tonality and develop recognition of major and minor chords through simple listening games - Follow and lead performance directions, controlling instruments and voices - Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics - Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	Children can: - Learn to describe and internalize pitch and use their 'thinking voice' - Develop improvisation skills, creating melodies using a small note range - Compose melodies and record using graphic and letter notation - Explore and recognize the structure of songs and music - Compose lyrics and create simple musical arrangements - Plan a class performance

Year 5 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Exploring Rhythmic Layers	Term 2: Music and Words	Term 3: Song Ingredients – Exploring Melody, Harmony and Lyrics
Children can: • Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance • Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills • Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids.	Children can: • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	Children can: • Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.

Year 6 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: We've Got Rhythm: Rhythmic Devices and Structure	Term 2: Musical Effects and Moods	Term 3: Celebrating Songs
Children can: - Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. - Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. - Listen to rhythms from around the world - Learn to play polyrhythms and create different polyrhythmic textures. - Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i>	Children can: - Get creative with vocal and instrumental sounds, developing improvisation skills - Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. - Learn about intervals through simple tuned percussion activities - Explore how consonant and dissonant sounds in harmony can create moods and atmosphere - Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams - Learn about key features of musical theatre, identifying the role of actors, musicians, and audience! - Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. - Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations.	Children can: - Develop their knowledge of song ingredients. - Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. - Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. - Compose and notate simple melodies inspired by <i>Ring Out The Bells</i> and <i>London Bells</i> - Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs - Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. - Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.