



# South Kilworth Music Curriculum Framework

## The Power of Music

**Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school**

## Aims:

Our aim is to ensure our children:

- ✓ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians,
- ✓ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence,
- ✓ understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## EYFS

### EYFS Framework: Expressive Arts and Design

#### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ✓ Invent, adapt and recount narratives and stories with peers and their teacher
- ✓ 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.

#### EYFS Development Matters: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Key Stage One

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 interrelated dimensions of music.

## Key Stage Two

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 interrelated 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.

### Key Areas of Learning

#### Singing

Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles should be kept in mind as pupils develop their vocal potential:

- Warm-Ups
- Breathing
- Posture
- Dynamics
- Phrasing
- Context

Vocal Health

#### Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music must be chosen from a wide range of cultures and traditions, to include:

- Western Classical Music
- Popular Music
- Traditional Music from around the world

Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.

#### Composing

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling melodic shapes, harmonic sequences **Aims:** The National Curriculum for music aims to ensure that all pupils:

- ✓ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians,
- ✓ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence,

understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations., rhythmic patterns and sections of their compositions.

#### Performing (Musicianship in KS1)

Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning. The following principles of performance apply:

- Developing Stagecraft
  - Considering the Programme
  - Encouraging Peer Feedback
- Seeking out Opportunities for Collaboration

**Charanga Musical School** <https://leicestershire.charanga.com/site/> is used for units to guide teaching and learning, supported by the following:

- ✓ **Weekly Singing** sessions and **Listening Links** to build repertoire and techniques
- ✓ **Progression In Musical Skills and Knowledge** and **Glossary of Musical Terms** to support teacher subject knowledge

## Teaching Sequence

<b>EYFS and Year 1 Cycle A and Creative Weeks</b>	<b>Music 1A:</b> Introducing Beat - How can we make friends when we sing together?	<b>Music 2A:</b> Christmas Performance and Instrumental Teaching	<b>Music 3A:</b> Adding Rhythm and Pitch - How does music tell stories about the past?	<b>Music 4A:</b> Explore Sound and Create a Story - How does music teach us about looking after our planet?
<b>EYFS and Year 1 Cycle B and Creative Weeks</b>	<b>Music 1B:</b> Introducing Tempo and Dynamics - How does music make the world a better place?	<b>Music 2B:</b> Christmas Performance and Instrumental Teaching	<b>Music 3B:</b> Combining Pulse, Rhythm and Pitch - How does music help us to understand our neighbours?	<b>Music 4A:</b> Having Fun with Improvisation – What songs can we sing to help us through the day?
<b>Years 2, 3 and 4 Cycle A</b>	<b>Music 1A:</b> Exploring Simple Patterns - How does music help us to make friends?	<b>Music 3A:</b> Christmas Performance	<b>Music 5A:</b> Focus on Dynamics and Tempo - How does music teach us about the past?	<b>Music 7A:</b> Exploring Improvisation – How does music teach us about looking after our planet?
<b>Creative Weeks</b>	<b>Music 2A:</b> Inventing a Musical Story - How does music help teach us about our neighbourhood?	<b>Music 4A:</b> Exploring Feelings Through Music – How does music make the world a better place?	<b>Music 6A:</b> Music That Makes You Dance - How does music make us happy?	
<b>Years 2 and 3 Cycle B</b>	<b>Music 1B:</b> Developing Notation Skills - How does music bring us closer together?	<b>Music 3B:</b> Christmas Performance	<b>Music 5B:</b> Enjoying Improvisation - What stories does music tell us about the past?	<b>Music 7B:</b> Recognising Different Sounds – How does music connect us with our planet?
<b>Creative Weeks</b>	<b>Music 2B:</b> Sharing Musical Experiences - How does music help us to get to know our community?	<b>Music 4B:</b> Composing Using Your Imagination – How does music make the world a better place?	<b>Music 6B:</b> Learning More About Musical Styles - How does music make a difference to us every day?	

<b>Years 5 and 6 Cycle A</b>	<b>Music 1A:</b> Interesting Time Signatures - How does music bring us together?	<b>Music 3A:</b> Developing Pulse and Groove Through Improvisation – How does music improve our world?	<b>Music 5A:</b> Combining Elements to Make Music – How does music connect us with our past?	<b>Music 7A:</b> End of Term Performance
<b>Creative Weeks</b>	<b>Music 2A:</b> Creating Simple Melodies - How does music teach us about our community?	<b>Music 4A:</b> Connecting Notes and Feelings – How does music shape our way of life?	<b>Music 6A:</b> Purpose, Identity and Expression in Music – How does music connect us with the environment?	
<b>Years 4,5 and 6 Cycle B</b>	<b>Music 1B:</b> Getting Started with Music Tech – How does music bring us together?	<b>Music 3B:</b> Exploring Key and Time Signatures – How does music improve our world?	<b>Music 5B:</b> Emotions and Musical Styles – How does music connect us with our past?	<b>Music 7B:</b> End of Term Performance
<b>Creative Weeks</b>	<b>Music 2B:</b> Introducing Chords – How does music teach us about our community?	<b>Music 4B:</b> Words, Meaning and Expression – How does music shape our way of life?	<b>Music 6B:</b> Identifying Important Musical Elements – How does music connect us with the environment?	
<b>Years 4,5 and 6 and 3 Cycle C</b>	<b>Music 1C:</b> Developing Melodic Phrases – How does music bring us together?	<b>Music 3C:</b> Using Chords and Structure – How does music shape our way of life?	<b>Music 5C:</b> Understanding Structure and Form – How does music connect us with our past?	<b>Music 7C:</b> End of Term Performance
<b>Creative Weeks</b>	<b>Music 2C:</b> Exploring Notation Further – How does music teach us about our community?	<b>Music 4C:</b> Gaining Confidence Through Performance - How does music improve our world?	<b>Music 6C:</b> Respecting Each Other Through Composition – How does music connect us with the environment?	