



“Inspired to be the best that I can be!”

INTENT:



Love for Learning:

Children will develop a love and passion for music. Our music curriculum will enable pupils to develop their musical knowledge by releasing their colours of imagination through singing and playing. Children will be given vast opportunities to apply their own memorable experiences to their compositions, explore their own creative potential and perform their sublime creations to others.



Enquiring Minds:

Children will be provided with extensive listening opportunities which will allow space for exploration, inconsistencies and independence. They will be encouraged to experiment with a variety of components that serve a clear purpose and to be expressive whilst providing feedback to others.




World Wise:

Through listening activities, children will be given opportunities to gain knowledge of musical repertoires from a variety of cultures and therefore develop their knowledge and understanding of the communities in which the music is practised. By applying the concepts and terminology of the musical elements in which they have explored, children will make more music, think more musically and consequently become more musical.

To ensure progression throughout each year group, Music has been divided into themes. By doing this, our children build on previous musical knowledge and skills taught and each year they see how these relate to each theme.

CORE CONCEPTS IN MUSIC

Listen and appraise	Warm up games	Improvise	Compose	Perform	Evaluate
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

Music is taught in a sequential and purposeful manner. The curriculum ensures knowledge and skills are progressive to provide a framework which engages children in the culture we live in and understand the cultures of others through music. By being provided with vast opportunities to listen and appraise a variety of musical repertoires, the children will develop a love for composing, performing and evaluating their own musical compositions.

How Music is mapped across the school:

OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn 1	Me! Nursery Rhymes and Actions	Hey You! Old-School Hip Hop	Hands, Feet, Heart South African Music	Let Your Spirit Fly R&B	Mamma Mia Pop
Autumn 2	My Stories! Nursery Rhymes and Actions	Rhythm in the Way Hip Hop and Reggae	Ho Ho Ho Christmas	Glockenspiel Stage 1	Glockenspiel Stage 2
Spring 1	Everyone! Nursery Rhymes and Actions	In the Groove Introducing different genres	I Wanna Play in a Band Rock	Recorders	Stop! Rap
Spring 2	Our World Nursery Rhymes and Actions	Round and Round Bossa Nova Latin Style	Zoetime Reggae		Lean on Me Soul/Gospel
Summer 1	Big Bear Funk Transition into Yr 1	Your Imagination Developing creativeness	Ocarinas	Three Little Birds Reggae	Recorders
Summer 2	Reflect, Rewind, Replay Consolidation	Reflect, Rewind, Replay Consolidation		Bringing Us Together Disco	

Approach to Learning:

The curriculum is mapped using the core concepts. Lesson content is planned towards these as progression points and considers children's prior knowledge. It follows a model of direct instruction, shared and modelled practice before culminating in independent practice and opportunities for application of skills. Children are also provided with practical 'hands on' experiences to gain further knowledge and skills.



Discrete Music Lesson Structure: The children begin by listening to a piece of music, learning its lyrics and developing an understanding of the piece. Following this, warm up games take place in order for the children to explore its inter-related dimensions (Pitch, duration, dynamics, tempo, timbre, texture and structure). Teacher modelling will help the children to read formal and informal musical notation and then use these to record their own improvisations. Finally, their compositions will be performed with increasing accuracy and confidence alongside the original piece. Self and peer assessments will then take place.

Approaches to Recording:

- WALTs and steps to success.
- Photographs and digital recordings.
- Formal and informal musical notation recorded in creative books.

Monitoring:



- ✓ Planning scrutinies, book trawls, pupil discussions and lesson observations
- ✓ Creative books book looks
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum.

IMPACT:

Music Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils Music skills and knowledge. Warm up activities provide opportunities for consolidation of skills and understanding of the inter-related dimensions of the musical piece being explored. Improvisation and practice lessons allow for pupils to adapt and/or build on particular skills ready to create the final musical composition.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.