



## Music

<b>Curriculum Intent</b>	<p><u>Intent:</u></p> <p>At Field Junior School, our music curriculum intends to make music an inspiring and enjoyable learning experience and encourage our children on their musical journeys. We hope to foster a lifelong love of music by exposing them to diverse musical experiences including live performances.</p> <p>All of our year three children take part in the 'First Access' scheme, whereby they are taught music by a professional teacher, and within these lessons they are taught how to play a violin. This knowledge is then built on and broadened through the rest of Key Stage 2, using glockenspiels and boomwhackers amongst other percussion instruments. The curriculum is designed to progressively build skills within a range of musical genres and the inter-related dimensions of music. The children will also have the opportunity to develop individual musical studies through the Herts Music Service and peripatetic teachers, specialising in a number of instruments.</p> <p>The children's knowledge of music will be further broadened through our 'cultural development' assemblies where we will be focussing on countries of particular interest to our cohort. The children will be exposed to a selection of music from those countries and/or music by composers from that nation as well as specific instruments and forms of playing. The children will also take part in regular singing assemblies developing their knowledge of different styles and structures of music. These may also be in preparation for services or concerts within school Eg Easter and Christmas, or in the wider community.</p> <p>Addition opportunities to perform are provided through sharing assemblies, musical concerts in school and at larger events such as the Watford Colosseum Christmas Concert or the Herts Music Gala Performance.</p> <p>To ensure that all pupils reach their full potential, their individual needs and abilities are recognised and developed within a caring and supportive environment to challenge all with effective questioning. Listening, discussing, experimenting, practising and performing can be seen in lessons, with an emphasis on practical activity. We intend to develop their auditory memory and for our children to be confident singers, players and performers.</p> <p>The underlying imperative is to ensure that our children have access to a full curriculum and by listening to different music styles, finding their voices as singers, by performing and composing this will enable them to become confident reflective musicians.</p> <p><u>Equal Opportunities:</u></p> <p>All children regardless of age, gender, disability, race or religion should have access to high quality music provision.</p>
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Elements	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Playing and Performing</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>Performing pieces with increasing accuracy, fluency, control and expression</li> <li>Performing ostinato patterns on tuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Performing Minimalist-style pieces on tuned percussion with increasing accuracy, fluency and expression</li> <li>Perform pieces of music with multiple layers</li> </ul>	<ul style="list-style-type: none"> <li>Performing a 12-bar Blues bassline, melody or chords as a whole class ensemble</li> <li>Performing increasingly difficult melodies and chord sequences on boomwhackers as a class ensemble, in time with backing tracks, and with increasing accuracy, fluency, control and expression</li> </ul>
<b>Improvising and composing</b>		<ul style="list-style-type: none"> <li>Composing a woodland Soundscape as a class, using the IRDM; selecting timbres, dynamics and pitches to represent mythical characters</li> <li>Improvising using a D minor Pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>Composing Minimalist-style pieces using repeating patterns, sequences, layers and number patterns</li> <li>Improvise and compose music to fit with Haikus, Limericks and other poetry forms, using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Improvising a melody using a pentatonic scale, using syncopated rhythms where possible</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Listening with attention to detail - being able to describe why a piece of music sounds magical, referring to the IRDM</li> <li>Listening with attention to detail and recalling ostinato patterns with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Listening with attention to detail and learning a Minimalist piece aurally</li> <li>Listening with attention to detail to others performing in the group</li> </ul>	<ul style="list-style-type: none"> <li>Listening with attention to detail, and being able to identify instruments used in Blues music</li> <li>Listening with attention to detail, and recalling melodic patterns and chord sequences with increasing aural memory</li> </ul>



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<p><b>Staff and other notations</b></p>	<ul style="list-style-type: none"> <li>• Know that violin strings are named after letters</li> </ul>	<ul style="list-style-type: none"> <li>• Know that notes are named after letters</li> <li>• Know that a melody can be represented by a sequence of letters</li> <li>• Record ostinati using a sequence of note letters</li> </ul>	<ul style="list-style-type: none"> <li>• Record music using a graphic form</li> <li>• Record music using a grid format with multiple layers</li> </ul>	<ul style="list-style-type: none"> <li>• Record music in graphical forms</li> <li>• Record music using chord symbols and sequences</li> </ul>
<p><b>Music Appreciation</b></p>	<ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating and understanding a wide range of recorded music drawn from different traditions and from great composers and musicians from the 20<sup>th</sup> Century with a focus on mythical creatures</li> <li>• Appreciating and understanding a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating and understanding music from great Minimalist composers, and describing how composers have used the IRDM to create contrasts in the music</li> <li>• Appreciating and understanding a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians, including 21<sup>st</sup> Century experimental music</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating and understanding a wide range of recorded music from great Jazz and Blues composers and musicians</li> <li>• Appreciating and understanding a wide range of high-quality Film Music compositions from different traditions and from great composers and musicians</li> </ul>
<p><b>History of Music</b></p>		<ul style="list-style-type: none"> <li>• Place music by some well-known composers on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an understanding of the history of music by knowing basic facts about where Minimalism fits within Music history</li> <li>• Developing an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing basic facts about the origins of Blues music and where it fits in history</li> <li>• Developing an understanding of the history of music</li> </ul>