




Curriculum Subject: Music
 Subject Leader: Megan Hardy

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p><u>Vision</u></p> <p>'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p><u>Values</u></p> <p>Compassion Courage Community</p>
<p><u>Motto</u></p> <p>Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p><u>Mission</u></p> <ul style="list-style-type: none"> • Ensure that children are safe and demonstrate compassion for others. • The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected. • Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum. • Encourage inclusively high expectations enabling children to personally and academically thrive. • Deliver an inspirational, creative curriculum to meet the needs of our aspirational children. • Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations. <ul style="list-style-type: none"> • Create an environment that builds confidence for the school family to grow resilience. • Enable children to persevere on a journey of social, moral, cultural and spiritual growth. 		



<p>Intent</p> <p>This curriculum is designed to develop skills and knowledge in Music. It broadens the learning opportunities and experiences of our pupils and encourages them to reach their full potential. This curriculum is highly practical, creative and inclusive. It enables children to show courage in fulfilling their aspirations.</p>	<p>Implementation</p> <p>The breadth and depth of each of the four curriculum areas is mapped out to show the expected progression through the milestones (KS1, Lower KS2, Upper KS2). Lessons are planned with reference to the relevant threshold concepts and curriculum drivers. Threshold concepts will be repeated and revisited, applied to a variety of different musical situations when addressing the breadth of the curriculum, to develop greater depth of learning.</p>	<p>Impact</p> <p>Assessment for learning will be used throughout the teaching of this curriculum to ensure that progress in understanding is developed from basic, advancing to deep with reference to the threshold concepts in each subject area. Opportunities for the students to apply their knowledge and understanding to performance, composition and appraising activities will be provided throughout the year and successes celebrated and shared.</p>
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Newport CE Junior School: Curriculum Progress Map for Music

	Year 3	Year 4	Year 5	Year 6
Autumn	Unit Title: Read, write, hear	Unit Title: Read, write, hear	Unit Title: Read, write, hear	Unit Title: Read, write, hear
	Vocabulary: compose, rhythm, pattern, notation, dynamics, four bar section, eight bar section, fluent, pitch, tempo, duration, piano, forte, crotchet, minim, semibreve, quavers	Vocabulary: rhythm, pattern, notation, rhythm grid, dynamics, structure, cyclic rhythm, four bar section, eight bar section, layer, texture, fluent, compose, pitch, tempo, duration, piano, pianissimo, forte, fortissimo, crescendo, crotchet, minim, semibreve, quavers	Vocabulary: soundscape, composition, compose, notation, rhythm grid, dynamics, tempo, structure, accents, fluent, pitch, tempo, duration, timbre, piano, pianissimo, forte, fortissimo, crescendo, diminuendo, ostinato, crotchet, minim, semibreve, quaver, semi-quaver	Vocabulary: melodic, rhythmic, soundscape, composition, compose, notation, rhythm grid, dynamics, tempo, structure, accents, fluent, pitch, tempo, duration, timbre, piano, pianissimo, forte, fortissimo, crescendo, diminuendo, ostinato, staccato, crotchet, minim, semibreve, quaver, semi-quaver
	Key Knowledge: What patterns are, understand simple notation, know how to use rhythm grids, recognise dynamics	Key Knowledge: Understand some notations, know how to use dynamics effectively, understand how to use rhythm grids, notice effectiveness of rhythms created	Key Knowledge: To know what a soundscape is, to know what an accurate rhythm grid is, to know how to use dynamics	Key Knowledge: To know what a soundscape is, to recognise a musical brief, to recognise an accurate rhythm grid, to know a range of dynamics
	Key Skills: Writing simple rhythms, recognise similar patterns, to write a simple rhythm on a rhythm grid, adding basic dynamics to rhythms, write rhythms in four and eight bar sections.	Key Skills: Expanding rhythms from a simple stimulus, adding interesting additions to given patterns, writing rhythm on rhythm grid with dynamics and correct structure, writing cyclic, fluent rhythms in four and eight bar sections to layer in interesting textures.	Key Skills: Creating simple soundscapes, rhythmic and melodic compositions, writing accurate rhythm grids with dynamics and tempo, structuring music and playing rhythms fluently.	Key Skills: Following a brief to make interesting and appropriate creative decisions when creating simple soundscapes, rhythmic and melodic compositions, write accurate notation and rhythm grids with dynamics, tempo for one instrument, structuring music correctly and playing fluently.
Spring	Unit Title: Big sing	Unit Title: Big sing	Unit Title: Big sing	Unit Title: Big sing
	Vocabulary: breathing, listen, perform, style, beat, emotions, conductor	Vocabulary: breathing, listen, perform, style, beat, emotions, conductor, ensemble, solo, volume, blend, intention	Vocabulary: Breathe, voice, solo, ensemble, accompaniment, listen, volume, conductor, melody, lyrics, intention, expression, body language	Vocabulary: Breathe, voice, solo, ensemble, accompaniment, listen, volume, conductor, melody, lyrics, intention, expression, body language, forward placement, harmony, vocal music, phrasing, articulation, duet, trio.
	Key Knowledge: why breathing is important in singing, what the emotions of the music are, what the dynamics mean.	Key Knowledge: How to breathe properly when singing, what the shape of the music is and how to show this, what the gestures of the conductor mean and what the dynamics mean.	Key Knowledge: why the audience are important, how to change voice, what the emotions of a song are, what the story behind a song is, how to vary expression and body language, what the conductor means.	Key Knowledge: what forward placement means, why the audience are important, how to change voice, how to discuss and notice the emotions and stories behind a song, different methods of changing body language and expression, conductor gesticulations.
	Key Skills: breathing appropriately whilst singing, listening to others singing in ensemble, singing with the right emotions, following conductor and accompaniment, singing with correct dynamics.	Key Skills: singing with good breathing technique, listening to others singing in ensemble and blend voices, singing according to the shape of the music and changing intention whilst singing, following conductor and accompaniment, singing at right pitch, tempo and with correct dynamics.	Key Skills: singing with audience considered, changing voice to suit music and emotions of song, understanding stories and meaning behind lyrics, using expression and body language whilst singing, following music and the conductor.	Key Skills: singing with a forward placement, singing in harmony, changing voice to suit different styles of music, understanding stories and meaning behind lyrics, performing with correct intention using appropriate expression and body language, following music and conductor, observing phrasing and articulation.
Summer	Unit Title: The Orchestra	Unit Title: Descriptive music	Unit Title: The Orchestra	Unit Title: Descriptive music
	Vocabulary: composer, perform, listen, review, evaluate, genre, instrument, orchestra, percussion, woodwind, brass, strings.	Vocabulary: composer, improvise, accompaniment, listen, genre, style, tradition, volume, capability, timbre, technique.	Vocabulary: woodwind, brass, strings, percussion, instruments, composer, listen, genre, style, tuned instrument, untuned instrument, conductor, melody, capability.	Vocabulary: instrument, capabilities, intention, stylistic features, composer, genre, language, composition, improvise, accompaniment, style.
	Key Knowledge: the names of families in the orchestra, names of percussion instruments, some composers names.	Key Knowledge: different genres of music, types of instruments heard in music, names of composers, names of musical works.	Key Knowledge: names of different instruments in families, why music is used, names of music styles around world, names of composers.	Key Knowledge: reasons why music is written and used, stylistic features of music around the world, musical language.
	Key Skills: changing the timbre with a percussion instrument, identifying different instruments in a piece of music, naming some instruments from each family, naming some composers, using words to describe music.	Key Skills: recognising phrases as musical sentences, identifying different genres of Western music, explaining use of instruments in descriptive music, naming composers of music studied, comment on links with other styles of music or composers' works, using words to describe texture, melody and instrumentation.	Key Skills: Making a sound out of instruments of different families, applying the capabilities of one instrument in more detail, understanding the intention of a piece of music, explain stylistic features of music throughout time and across the world, naming great composers for each genre.	Key Skills: Understanding the intention of a piece of music, recognising stylistic features of music throughout time and across the world, understanding and aurally identify features of the elements of music, answering listening questions, engaging in class discussions confidently about these elements in pieces of music, using musical language to talk about music.