

# OUR MUSIC CURRICULUM

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

ASPIRE



## Our Aspirations

At St. Bernadette's, we are dedicated to nurturing the whole child, and we passionately believe that music education is a vital part of this journey. Music empowers our children to become imaginative, confident, and collaborative members of society. We inspire our students to understand their significant role in enriching the life of the school and the wider community, fostering a deep sense of self-worth and belonging. Through music, they will appreciate the beauty of diversity and learn the value of being positive members of a multicultural society.

Our approach to music education celebrates creativity and expression, encouraging exploration and enjoyment. We ensure that music is seamlessly integrated into our curriculum, supporting the holistic development of each pupil. Our program emphasises the importance of rhythm, melody, harmony, and cultural expression, teaching students that music is a fundamental aspect of human experience. At St. Bernadette's, we honour the diverse backgrounds and traditions each student brings, preparing them for life in modern Britain by celebrating the rich musical heritage and vibrant contemporary music scene of our country. The school has been awarded Music Mark status for the past several years in recognition of our dedication to high quality music making across school.

## Early Years

In the Early Years, music education is integral and playful, emphasising expressive arts and design. Key components include:

1. **Exploration and Experimentation:** Encouraging children to sing, listen to various music, and play instruments.
2. **Integration with Other Learning Areas:** Enhancing physical, communication, language, personal, social, and emotional development through music.
3. **Creative Expression:** Fostering creativity via improvisation and musical storytelling.
4. **Environment and Resources:** Providing music corners and outdoor spaces for musical exploration.
5. **Structured and Unstructured Activities:** Balancing teacher-led sessions like group singing and child-initiated play.
6. **Incorporating Technology:** Using music apps and audio equipment for interactive learning.
7. **Observation and Assessment:** Monitoring children's musical engagement and development.

The approach ensures a holistic, integrated development of children's musical abilities and enjoyment.

## What does the National Curriculum say about Music?

The National Curriculum for Music in England outlines key points for teaching music in schools:

1. **Performing:** Students perform solo and in ensembles, using their voices and various instruments, including those from different cultures.
2. **Composing:** They create their own music, experimenting with melody, rhythm, harmony, and structure.
3. **Listening and Appraising:** Students listen to diverse music styles and periods, analysing and discussing music's features and emotional/cultural impacts.
4. **Musical Notation:** They learn to read traditional staff notation and other forms like graphic scores.
5. **Musical Elements:** They study rhythm, melody, harmony, texture, dynamics, and timbre, and their use in different contexts.
6. **Musical Traditions:** Students explore music from various cultures, appreciating diverse musical expressions.
7. **Technology in Music:** The curriculum encourages using technology for creating, editing, and manipulating sound.
8. **Cross-Curricular Links:** Music is integrated with other subjects, fostering connections with history, geography, and literature.
9. **Performance Opportunities:** Schools provide chances for students to perform in various events within the school and community.

## Our Curriculum

Our music curriculum aims to ensure that all pupils:







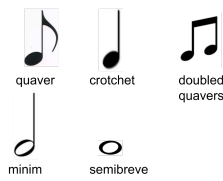
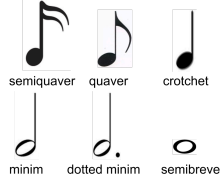
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a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

Each unit incorporates four elements: listening and reviewing; improvising and composing; performing and the inter-related dimensions of music.

### Listening and reviewing progression of skills

<b>EYFS</b>	Match music to pictures/visual resources. Describe the sound of instruments e.g. scratchy sound, soft sound. Create visual representation of sounds, instruments and pieces of music e.g. mark making to specific sounds or pieces of music.
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Talk about music heard with appropriate vocabulary.</li> <li>• Begin to explore how music can affect emotions.</li> <li>• Recognise how music enriches our lives.</li> <li>• Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>• Think of ways to improve their compositions.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>• Recognise the family groups within the orchestra and the importance of the conductor.</li> <li>• Describe and give opinions of the music heard with some use of musical vocabulary.</li> <li>• Discuss the emotional impact of a piece.</li> <li>• Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</li> <li>• Share ways to improve the composition of others</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>• Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).</li> <li>• Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</li> <li>• Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</li> <li>• Discuss ways to improve the composition of others using musical dimensions as a guide.</li> </ul>

### Improvising and composing progression of skills

<p><b>EYFS</b></p>	<p>Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, e.g. up and down, down &amp; up) of familiar songs. Sing entire songs. May enjoy performing, solo and or in groups. Internalises music, e.g. sings songs inside his or her head</p>
<p><b>KS1</b></p>	<ul style="list-style-type: none"> <li>• Create and clap own rhythms.</li> <li>• Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>• Use instruments to reflect a topic or add sound effects to a story.</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow</li> <li>• Notation:</li> </ul> <p>Year One</p>  <p>Cat Monkey Rest</p> <p>Year Two</p>  <p>Cat Monkey Rest Cow</p>
<p><b>LKS2</b></p>	<ul style="list-style-type: none"> <li>• Represent sounds on a graphic score with symbols for a group performance.</li> <li>• Create a composition using tuned and untuned percussion.</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature.</li> <li>• Staff notation: recognise notes on the staff and note values of quaver, crotchet and minim.</li> <li>• Understand and use Italian musical terminology within vocal and instrumental composition.</li> <li>• Begin to take part in improvisation sessions with confidence.</li> </ul> <p>Informal notation:</p> <p>Year Three</p>  <p>Cat Monkey Rest Cow</p>  <p>Armadillo</p> <p>Year Four</p>  <p>Cat Monkey Rest Cow</p>  <p>Armadillo Elephant Anteater</p>
<p><b>UKS2</b></p>	<ul style="list-style-type: none"> <li>• Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics</li> <li>• Improvise with confidence and an awareness of rhythm, context and purpose.</li> <li>• Group soundscape composition with instruments and vocals and a conductor.</li> <li>• Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</li> <li>• Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve.</li> </ul> <p>Notation:</p> <p>Year Five</p>  <p>quaver crotchet doubled quavers minim semibreve</p> <p>Year Six</p>  <p>semiquaver quaver crotchet minim dotted minim semibreve</p>

**Performing progression of skills**

<p><b>EYFS</b></p>	<p>Think abstractly about music and express this physically or verbally e.g. “This music sounds like floating on a boat.” Distinguish and describe changes in music and compares pieces of music, e.g. “this music started fast and then became</p>
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	slow." "This music had lots of instruments, but this music only had voices." Associate genres of music with characters and stories. Accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>• Use voice to create sounds - humming, whispers, clicks and whistles.</li> <li>• Start and stop together on direction.</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> <li>• Keep a steady beat and copy simple rhythm patterns.</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>• Sing rounds (canons) and partner songs, maintaining own part with some support.</li> <li>• Sing songs with a simple ostinato part</li> <li>• Sing with a developing understanding of expression and dynamics.</li> <li>• Perform simple rhythmic and melodic patterns on variety of percussion instruments</li> <li>• Read and play 3 notes on an instrument (eg ukeleles) with care and a degree of accuracy.</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>• Confidently sing part songs and canons with control, expression, phrasing and dynamics.</li> <li>• Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</li> <li>• Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>• Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence.</li> <li>• Perform with control, dynamics and awareness of others.</li> </ul>

## Instrumental Tuition

All children have the opportunity to play musical instruments. From Year 4 onwards, tuition is provided by a specialist peripatetic tutor.

Phase	Instruments
EYFS	Untuned percussion
Years 1 to 3	Glockenspiels and untuned percussion
Year 4 to 6	Ukuleles and keyboards

## Inter-related Dimensions of Music

The curriculum introduces students to various musical concepts through a framework called the "inter-related dimensions of music," which encompass key elements that work together to create a musical experience. These dimensions include:

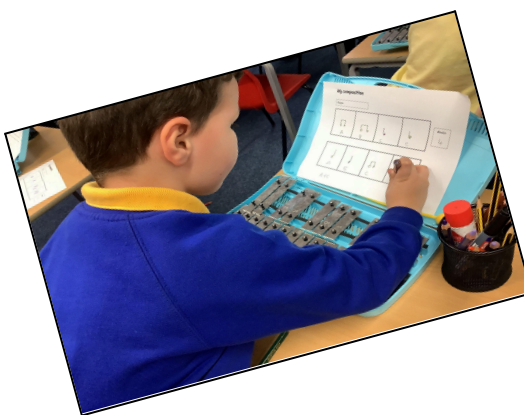
1. **Pitch** – Refers to the highness or lowness of a note, explored through singing, playing instruments, and identifying melodies.
2. **Duration** – The length of time a note lasts, taught through rhythm exercises like clapping and using percussion instruments.
3. **Dynamics** – The volume of sound, ranging from soft to loud, helping children express emotions and understand mood in music.
4. **Tempo** – The speed of the music, allowing children to explore fast and slow rhythms through movement and games.
5. **Timbre** – The unique sound quality of different instruments or voices, helping children distinguish between different tones.
6. **Texture** – How layers of sound interact, from simple (one voice) to complex (multiple voices or instruments), fostering an understanding of harmony and arrangement.
7. **Structure** – The organisation of a piece of music, such as repeating or contrasting sections, helping children recognize patterns and predict what comes next.

These dimensions are interrelated and provide a comprehensive approach to learning music in primary schools, promoting both musical and personal development.

## Opportunities

At St. Bernadette's, we are aware of our children's starting points and know that it is vital for their development that we offer them a wide range of opportunities, including:

- **Regular professional instrumental tuition** - peripatetic tutors from Stockport Music Service provide weekly music lessons for Key Stage 2.
- **Opportunities to perform** - children regularly perform to their peers, parents and other visitors.
- **Come and Play With The Hallé** - a unique series of concerts specially designed to offer thousands of children on the Whole Class Ensemble Teaching programme the opportunity to play and sing with an international symphony orchestra at The Bridgewater Hall in Manchester.
- **BBC Philharmonic Early Ears** - The BBC Philharmonic's Early Ears Trio of musicians visits the school with their interactive workshops to encourage children to join in with music-making.
- **Music well-being sessions** - for targeted children.



## Assessment

Assessment of music includes:

- **Formative Assessment:** Continuous assessments during lessons, including observations, discussions, and informal performances.
- **Summative Assessment:** Formal assessments at the end of units or terms, including performances, compositions, written reflections, and listening tests.
- **Self and Peer Assessment:** Students assess their own and others' work to develop critical thinking and reflective skills.

## Inclusion

We are fully inclusive and ensure that whole class teaching is accessible to all learners, making adaptations when needed for this to happen. In order for the music curriculum to be accessible and inclusive for all, we need to anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. For some learners music can be the medium to break down barriers that may exist in other curriculum subjects. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all our learners.

