



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

### Curriculum Statement for the teaching and learning of MUSIC 2022-23

INTENT	Through the teaching and learning of music at SMUPS children will have the opportunity to become musicians. They will learn how to play a range of different instruments and perform together. Creativity will be fostered through composition and improvisation drawing upon influences from the diverse culture of music across the world. Children will listen to a variety of music genres and styles. They will be lots of opportunities to take parts in music events in the school and wider community.		
	The teaching of knowledge, skills and understanding	The application of skills, knowledge and understanding	Vocabulary

UNDERPINNED BY

Singing  
Playing Instruments (tuned and un-tuned percussion, recorders, flutes, djembe drums)  
Composing  
Listening

Learning simple songs and chants (with actions) to build rhythmic and melodic memory.  
Singing in round and learning partner songs whilst maintaining own parts.  
Developing singing in parts and harmonies.  
Developing confidence to lead parts in singing, maintain independent parts and perform in ensembles and solos.  
Selecting instruments for purpose.  
Creating soundscapes.  
Sorting instruments in different ways.  
Copying sounds.  
Understanding pitch.  
Working in groups to compose.  
Producing simple graphic scores.  
Composing using structures of a particular genre.  
Using staff-notation to record compositions.  
Clapping rhythms and keeping a steady beat.  
Call and response of rhythmic and melodic patterns.  
Producing a pleasant tone on wind instruments.  
Learning to read simple notation and play simple tunes using B,A G  
Composing tunes using B,A,G  
Playing simple songs alongside accompaniments  
Aurally remembering and reproducing simple B,A G phrases

(see below)

<p style="text-align: center;"><b>IMPLEMENT ATION</b></p>	<p><b>Curriculum Approach</b></p> <p>In KS1 singing is very much embedded within the curriculum. Drumming and composing is taught through weekly sessions with our music specialist HLTA.</p> <p>In KS2, singing is taught using both class-based and whole key-stage sessions through Young Voices and the resources provided. Composing and instrument learning is taught weekly or in blocks by the class teacher (or music specialist for flute lessons)</p> <p>Children from across all classes (where age appropriate) are then given the opportunity to take part in wider performance opportunities, trips and further enrichment.</p>	<p><b>External Stimuli:</b></p> <p>Tiako Drumming workshops  SMART music  The Mix  BBC Ten Pieces  Charanga  peripatetic teaching</p>	<p><b>Extra Curricular Enhancements:</b></p> <p>Choir, Young Voices, Flute Club, SMART music, annual performance opportunities, peripatetic teaching</p>
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**Resources:**

Charanga (to support staff with delivering the curriculum where necessary)

Young Voices songs and music videos

Class set of flutes (hired on yearly basis)

Range of tuned and un-tuned percussion

2 keyboards and a piano

Class set of recorders

Class set of djembe drums (hired for Summer Term)

**Questioning:**

Through listening to a range of music children ask and answer question about the composer/lyricists intent and in relation to the elements of music - pitch, rhythm, structure, texture, timbre, tempo, instrumentation

**Showcase opportunities:**

Choir, Young Voices, Flute Club, SMART music, annual performance opportunities

Teaching Approaches:

In KS1 singing is very much embedded within the curriculum. Drumming and composing is taught through weekly sessions with our music specialist HLTA.

In KS2, singing is taught using both class-based and whole key-stage sessions through Young Voices and the resources provided. Composing and instrument learning is taught weekly or in blocks by the class teacher (or music specialist for flute lessons)

Children from across all classes (where age appropriate) are then given the opportunity to take part in wider performance opportunities, trips and further enrichment.

Home Learning Opportunities:

BBC Ten Pieces  
David Walliams podcasts

Audience and Purpose:

Children should always practise and have an opportunity to perform what they have learnt within a music unit. This might be through performance to the class, school or through the wider performance opportunities offered.

**IMPACT**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.

**PUPIL VOICE**

High levels of engagement with music  
Extra curricular musical activities

**EVIDENCE IN KNOWLEDGE**

Pupils show increasing knowledge of vocabulary.  
Increasing knowledge of instruments.

**EVIDENCE IN SKILLS**

Pupils perform individually and in groups.  
Pupils are able to read music competently.  
Greater complexity

**EVIDENCE IN UNDERSTANDING**

Pupils show increasing understanding of musical notation and techniques

<b>1</b>	<b>2</b>
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**instrument**

**flute**

**drum**

**trumpet**

**guitar**

**piano**

**violin**

**xylophone**

**song**

**dance**

**fast**

**slow**

**loud**

**quiet**

**high**

**low**

**beat**

**percussion**

**string**

**woodwind**

**brass**

**orchestra**

**composer**

**musician**

**conductor**

**rhythm**

**melody**

**harmony**

**notes**



**3**

**pitch**  
**crochet**  
**minim**  
**rest**  
**treble clef**  
**semibreve**  
**scale**  
**classical**  
**bass**  
**folk**

**4**

improvisation  
dynamics  
tempo  
accompaniment  
bar  
body percussion  
unison  
solo  
duet  
performance

# 5

forte (Italian for loud)  
piano (Italian for quiet)  
round  
syncopation/offbeat  
riff  
ostinato  
verse  
lyrics  
composition  
chorus  
notation

# 6

arrangement  
a capella  
bridge/middle 8  
chord/ chord progression  
ensemble  
texture  
structure  
allegro (Italian for play quickly)  
largo (Italian for play slowly)  
moderato (italian for play at a moderate pace)