

MUSIC CURRICULUM

'Music gives soul to the universe, wings to the mind and life to everything.'

Plato

Music: Intent

At our school, we believe that music is an integral part of a child's development, and we are committed to providing all our pupils with a high-quality music curriculum.

We understand that involvement in music increases engagement in learning, improves self-esteem and gives pupils a sense of achievement. It also has powerful social benefits, providing a way to connect with others, changing the way we think, feel and act.

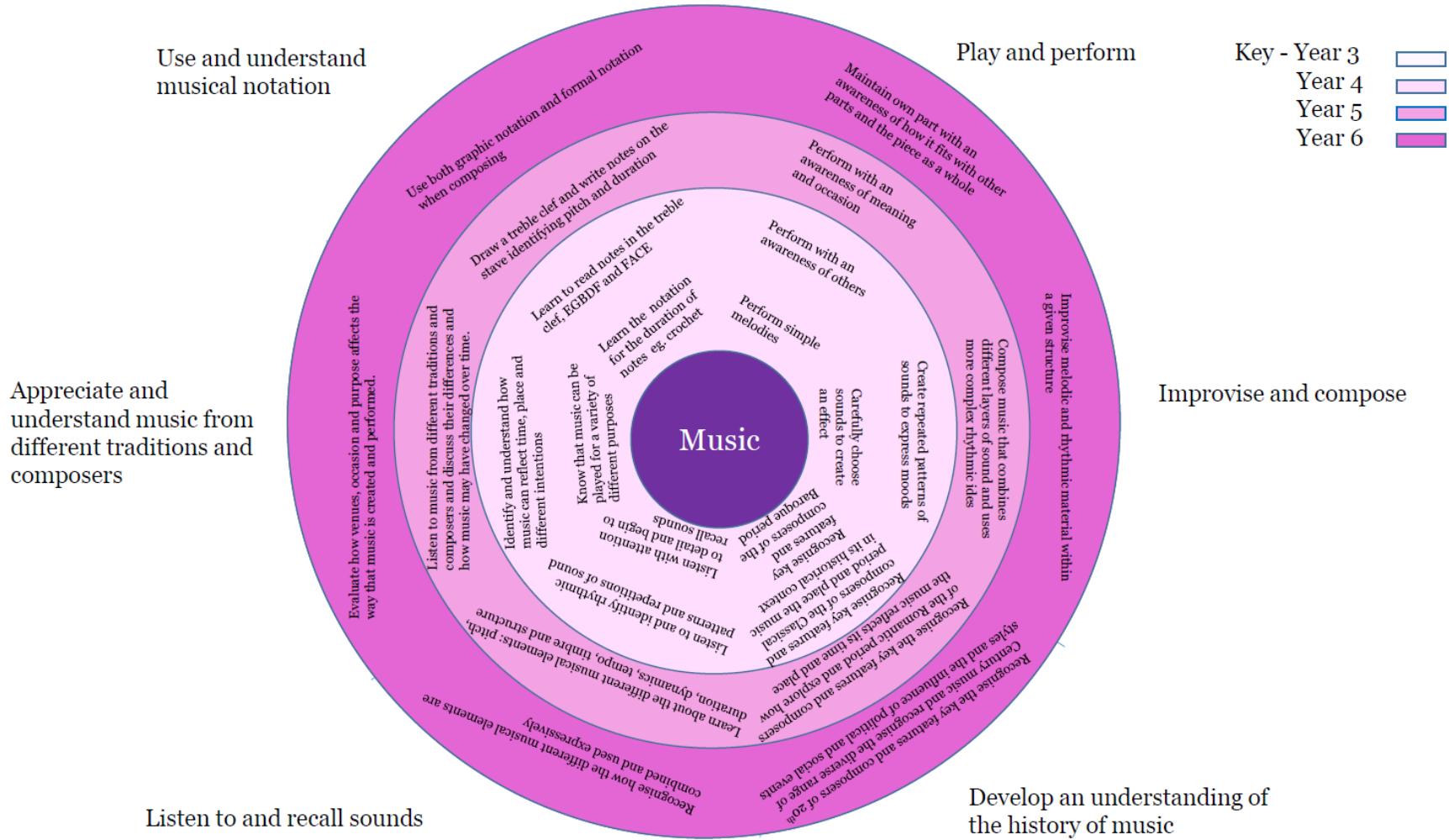
Alongside our music lessons, all our pupils have the opportunity to extend their musical skills and interests through extra-curricular activities, such as choir and orchestra. We also ensure regular exposure to live music performed by professional musicians at prestigious venues.

We want every child to leave Nascot Wood Junior School with a lifelong enjoyment of music and be inspired to continue engaging with music throughout their education and beyond.

What do we want the children to know?

	Autumn	Spring	Summer
Year 3	<p>Study of the Baroque Period. Understand the period of history and the main features of this time. Focus on Vivaldi 'The Four Seasons'. Listen and reflect on the music, noting why it was composed and the effects and instruments that were used.</p> <p>Develop an understanding of the history of music</p>	<p>Scottish and Bengali folksongs - Identify that songs are from different places in the world, use different instruments, have a different beat and are different speeds. Compare and contrast songs using musical vocabulary.</p> <p>Listen to and recall sounds Appreciate and understand music from different traditions and composers.</p>	<p>Chilled out clap rap – Learn the rap and notice the dynamic contrasts. Learn the musical notation for the duration of crochets, quavers and their rests. Create and clap a series of 4 beat rhythms and record this using musical notation.</p> <p>Play and perform Improvise and compose Use and understand musical notation</p>
Year 4	<p>Musical storytelling – explore the sounds of untuned percussion instruments and talk about their effects. Recap rhythmic notation and introduce melodic notation, identifying the notes in the treble clef. In groups, compose a sound picture and perform it to the rest of the class.</p> <p>Play and perform Improvise and compose Use and understand musical notation</p>	<p>Study of the Classical Period. Understand the period of history and the main features of this time. Focus on Mozart 'Horn Concerto' and Beethoven 'Symphony no. 5'. Listen and reflect on the music and discuss how these composers still have an influence today.</p> <p>Develop an understanding of the history of music</p>	<p>Fanfares – Listen to 'Fanfare for the common man' and identify characteristics of a fanfare and the inspiration behind them. Compose a fanfare melody for a special occasion using a set of notes combined with short, repeated rhythms. Perform to the rest of the class.</p> <p>Play and perform Improvise and compose Appreciate and understand music from different traditions and composers.</p>
Year 5	<p>Sea shanties – explore the history of sea shanties, sing them and then compose body percussion patterns to accompany a sea shanty. Use graphic scores to notate the body percussion patterns.</p> <p>Appreciate and understand music from different traditions and composers. Listen to and recall sounds Improvise and compose Use and understand musical notation</p>	<p>Music technology – Study how the development of technology has influenced music composition. Use technology to explore how sounds can be layered to create texture. Using music lab on the chromebooks, compose ostinatos, which can be overlaid to create a sound picture.</p> <p>Listen to and recall sounds Improvise and compose</p>	<p>Study of the Romantic Period. Understand the period of history and the main features of this time. Focus on Brahms 'Hungarian Dance No. 5'. Listen and reflect on the music then create their own piece, focusing on rhythmic patterns, using instruments and voice. Perform as an ensemble.</p> <p>Develop an understanding of the history of music Play and perform Improvise and compose</p>
Year 6	<p>Fusion – explore the influences on an artist by composing pieces of music from different genres. Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Appreciate and understand music from different traditions and composers. Listen to and recall sounds</p>	<p>Study of 20th Century music. Understand the period of history and the main features of this time. Focus on Gershwin 'Rhapsody in Blue' and reflect on the music and how it was written to reflect the sounds of the composer's hometown of New York. In groups, create own city sounds motifs and then put these together to perform a city soundscape.</p> <p>Develop an understanding of the history of music Play and perform Improvise and compose</p>	<p>Swing music – Listen to historical recordings of big band swing. Learn the 3 part song 'Hey Mr Miller'. Recap on melodic notation, identifying the notes of a C major scale. Improvise riffs using these notes and then invite children to play their riffs along with the song for a final performance.</p> <p>Use and understand musical notation Play and perform Improvise and compose Listen to and recall sounds</p>

What are the skills we teach?



Implementation



Music is an important part of our school culture, and its value is widely recognised.

The music curriculum helps children develop their listening skills, through their aural perception and their understanding of what it means to critically listen to a piece.

Children also taught to understand the importance of the history of music and its development.

Annual attendance at the school's carol service teaches the children about taking part in a religious service, which links to the work that we do in promoting British Values and the children's understanding of context.

We have a high percentage of children who have instrumental lessons taught by a specialist, and delivered in school by the Hertfordshire Music Service.

A number of children also have instrumental lessons out of school. The children benefit from these lessons by developing an understanding of the importance of practise, developing their coordination and performance skills.

We benefit from having a specialist music coordinator who is a music graduate, and provides high quality CPD to our Class Teachers. Music is taught discreetly in class and differentiated so that all children, including those with SEND, can access and benefit from it.

Enrichment experiences linked to the year group curriculum

Here are some of the musical experiences that we have arranged across the key stage, which are designed to be relevant to and enhance the children's experience in the classroom.

Event:	Young Voices		Event:	Hertfordshire Schools Gala
Venue:	02 Arena		Venue:	Royal Albert Hall
Frequency:	Annually		Frequency:	Every 2 years
Children involved:	All year 6		Children involved:	Year 6 choir
Event:	Carol Service		Event:	Singer of the Year competition
Venue:	St Andrews Church		Venue:	School
Frequency:	Annually		Frequency:	Annually
Children involved:	Whole School		Children involved:	Whole School
Event:	Summer Concert		Event:	Carol Singing
Venue:	School		Venue:	St Lukes Church
Frequency:	Annually		Frequency:	Annually
Children involved:	Orchestra and Choir		Children involved:	Upper School Choir
Event:	Solo performance		Event:	Theatre Trip
Venue:	School assembly	Venue:	Varied	
Frequency:	Weekly	Frequency:	Annually	
Children involved:	On request	Children involved:	Upper School Choir	

Impact

- Our children are confident and have the ability to perform to an audience
- Our children are respectful of other people's talent and have highly developed or developing listening skills
- KS2 results are consistently above national and Hertfordshire measures
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are highly valued by secondary colleagues
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

We evaluate the impact of what we teach by...

- Carefully monitoring and reporting on the progress and attainment of individual children and groups of children, and ensuring that staff have access to this information to inform their planning
- Identifying gaps between disadvantaged children and other children, and ways to address gaps if they occur
- Regularly consulting with children
- Working in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.