



Curriculum Statement for Music at Crazies Hill CE Primary School

Intent

At Crazyes Hill CE Primary School, we regard Music as a universal language that promotes positivity, self-confidence and creativity. Our high-quality music education aims to engage and inspire children to develop a love of music and discover their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement. As our children progress, we encourage them to develop a rich subject knowledge and gain a critical ear enabling them to compose, perform and analyse the music they have explored.

Our aims for music, based on the National Curriculum, are as follows:

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

Implementation

Early Years and Key Stage 1

In EYFS our children represent their own ideas, thoughts and feelings through music and song.

In Key Stage 1 our children begin to gain a rich subject specific knowledge about the areas of music.

The children learn to use their voices to sing expressively through learning songs and chants and begin to develop an awareness of pitch, duration, dynamics, tempo, timbre, texture, structure.

Through listening to a range of live and recorded music, and exploring and playing tuned and un-tuned instruments the children gain a love of learning through music and develop confidence with contributing to group and class compositions.

All children participate in the Berkshire Maestros Pantomimus project at some point in their EYFS / KS1 years through our biennial programme. They sing, play instruments, work together understand how to follow a leader.

The EYFS and Y1/2 classes work collaboratively to develop the annual nativity musical. They stage two public performances for parents in the Village Hall.

Key Stage 2

In Key Stage 2 the children develop their knowledge and understanding of the pitch, duration, dynamics, tempo, timbre, texture and structure of music giving them a good foundation for developing their skills for playing tuned and untuned instruments. The children learn to confidently sing in parts and begin to read from formal staff notation. They have the opportunity to compose and perform in solo and group context within lessons and are encouraged to share their thoughts and ideas in a safe and supportive environment.

The children are encouraged to discuss the inter-related dimensions of music and how they link using key vocabulary to create a piece of music. Where appropriate, the children use technology to record and analyse their work.

In Lower KS2 the children are given the opportunity to learn an instrument through whole class tuition. There are opportunities for children to continue to learn these instruments in the later years through peripatetic tuition.

In Upper KS2 the children participate in the Berkshire Maestros Junior Music Festival. They learn large works of music, perform as part of a massed choir, and choreograph dances that they then perform to a large audience at The Hexagon in Reading.

The Key Stage 2 classes work collaboratively to develop the annual summer musical production. They stage two public performances for parents in the Village Hall.

The children enjoy developing whole school musical performances for Harvest, Christmas and Easter Services. They perform with enthusiasm in church and at school. They confidently follow a conductor from an early age and are able to sing in parts in whole school songs.

Impact

The pupils leave Crazies Hill with a great appreciation of music. The children are able to talk critically about music heard including their own and their peer's compositions and have a clear understanding of the interrelated dimensions of music; including basic staff notation.

Each of our school values can be seen through the teaching of music:

- ❖ The children become more **resilient** as they become more skilful with singing, playing instruments and performing to each other and to larger audiences.
- ❖ The children build **relationships** by working collaboratively through composition and performance work. They also build relationships with children from other classes through the development of larger productions and performances.
- ❖ **Respect** is cultivated through listening, appreciating and giving feedback about the work of others.

Assessment

Assessment of the children's knowledge and understanding is ongoing throughout the year. Assessment includes formative feedback through verbal, peer and self-assessment. A summative assessment about whether a child is working at age related expectations is reported to parents/carers in a written annual report.