**CHS Subject Framework**

**Music**

**Leadership**

Subject Leader: Sheryl Thomson

Link Governor:

**Aims**

At Coleshill Heath we believe that music is a universal language that embodies one of the highest forms of creativity. We offer a robust curriculum which is practical, exploratory and encompasses a child-led approach to musical learning. As pupils progress, they will develop a critical understanding of the interrelated dimensions of music through listening, composing, performing and learning the history of music. Throughout their school journey children will sing a breadth of repertoire in regular singing assemblies, lessons and through extra-curricular opportunities. Here at Coleshill Heath we foster the joy of playing musical instruments by encouraging children to be expressive and develop confidence through performance. Children have a wealth of musical resources to play through lessons and extra – curricular activities.

**Main Curriculum Projects**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Nursery** | **Exploring sounds** | **Making sounds with instruments and moving to music** | **Singing and making up songs** | **Clapping/tapping out a rhythm** | **Moving, singing and creating music** | **Moving in time to the music**  |
| **Reception** | **Celebration Music**Music from cultural and religious celebrations  | **Celebration Music**Music from cultural and religious celebrations  | **Exploring Sound**Voice and body sounds and sounds in the environmentTempo/dynamics | **Music and Movement**Moving to the beat | **Musical Stories**Using pitch, tempo and dynamics to create mood and represent characters | **Big Band**Using percussion instruments to perform  |

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|  | **Year group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1** | **Year 1** | **All about me**Pulse and rhythm  | **Animals**Classical music, dynamics and tempo | **Under the sea**Musical vocabulary  | **Fairytales**Timbre and rhythmic patterns  | **Superheroes**Pitch and tempo | **By the sea**Vocal and body sounds |
| **Year 2** | **Animals**West African call and response | **Traditional Western Stories**Orchestral Instruments  | **Musical Me**Experimenting with timbre and dynamics on tuned percussion using letter notation  | **Space**Dynamics, timbre, tempo and motifs  | **On this Island**British songs and creating sounds that represent the environment | **Myths and legends**Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. |
| **LKS2** | **Year 3****Solihull Music Service****Ukulele**  | **Introduction to learning the ukulele** Posture, positioning and using open strings | **Other stringed instruments** Rhythmic patterns, simple tunes and learning the note A  | **String instruments used in popular music** Adding the notes of Bb, F and G and reading music | **Instruments in an orchestra** Notation and conducting | **World music**Singing and playing, Chord G  | **Performing**Developing music pieces to perform to others |
| **Year 4****Solihull Music Service****Guitar**  | **Creating sound and making music**Posture and control, vibration, soundwaves and pitch | **Pulse and** Rhythm Playing in an ensemble and the importance of teamwork | **Sound and symbol**Introduce to the concept of treble clef notation using musical stave | **Chords and Harmony**Open chords, strumming and structure | **Extended skills**Composing, listening to popular music and chords | **Performance and ensemble skills**Performance etiquette, following a conductor |

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| **UKS2** | **Year 5** | **Ancient Egypt**Composition and understanding of notation  | **Blues**Learning the 12-bar Blues and the Blues scale | **South and West Africa** Playing the accompanying chords using tuned percussion and djembe drums | **Holi Festival** Composition to represent the festival of colour | **Looping and remixing** Learning how dance music is created | **Musical theatre**Singing, acting and dancing  |
| **Year 6** | **Advanced rhythms** Composing rhythmic patterns and exploring pulse | **Fingal’s Cave****Dynamics, pitch and tempo**Improvisation and composition  | **Film Music**Creating a composition and graphic score to perform alongside a film. | **Pop Art**Theme and variations  | **Songs of WW2**Developing greater accuracy in pitch and control within an octave | **Composing and performing a leavers song**Listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies |

*Please include any trips/visits which are linked to your subject. ADD in theatre visits*

**Planning/Sequencing**

Kapow Primary’s Music scheme has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school. ✓ Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

A high-quality musical education progresses and challenges pupils to gain the knowledge and skills needed to become rounded musicians. Using the Kapow scheme of work, music is regularly taught by class teachers as well as offering children the opportunity to learn a musical instrument through WCIT delivered by Solihull Music Hub. Kapow music lessons are to be is taught for 40 minutes a week, every week. The Solihull Music Service will deliver music lessons for 1 hour, every week. It is expected that the teaching CPD videos on Kapow for the lesson are watched during TAP time. Staff need to be prepared for the lesson and be aware of adjustments they need to make for some children.

The music progression skills document is found in….. This document is a long-term overview outlining key skills for each year group under each component of listening, composing, performing and history of music. Planning and resources and available for each unit on Kapow and are found in…. The music skills and knowledge document can be found in… This document outlines the key learning objectives for each lesson within a unit.

At Coleshill Heath we understand that making music with others is key for the development of communication, interaction and expression and in EYFS children focus on listening, singing, playing musical instruments, movement and exploration.

In KS1, children build on these skills further using their voices creativity and expressively by singing songs and speaking chants and rhymes. Children learn to play a variety of tuned and untuned instruments, experimenting with sound and combining simple beats and rhythms. Children listen to music in every lesson from variety of musical eras, cultures and from around the world.

In KS2, musical knowledge is widened by developing an understanding of the history of music and appreciating music from different traditions and cultures. Listening skills are more established with increased attention to detail and aural memory. Children are able to distinguish the relationship between sounds and can confidently use the interrelated dimensions of music. When playing and performing children use their voices and play musical instruments with increased accuracy, control and expression. Throughout their learning journey children will improvise and compose music for a range of purposes and in a variety of styles. Pupils will to use and understand staff and other musical notations.

**Reading, Oracy and Vocabulary are at the heart of cross-curricular learning**

The key terminology for each year group is outlined in our schools terminology document found in….Kapow’s key terminology document for each unit within each year group is found in… and also found on Kapow. Both documents show language progression throughout each year group. On the planning for each lesson the language is made clear and also explained in a supporting video.

Children have Oracy projects that can link to Music at the end of a topic demonstrating the multitude of skills they have developed.

Music is a form of language. Children begin to establish an understanding of musical note names in KS1 and are able to use these skills to play musical instruments. In KS2 this progresses further by introducing musical notation both on the staff and through graphic score. Children learn a wide range of songs from around the world.

At Coleshill Heath, we acknowledge the importance of challenging and questioning when listening to music. We encourage children to think creatively and discuss their own ideas using the inter-related dimensions of music. As well as musical terminology, children are able to articulate how the music makes them feel and their own preferences and opinions. Each unit provides opportunities for children to perform to other classes, year groups and in assemblies. This opens opportunity to reflect and responds to feedback on performance.

Children will develop the history and cultural context of music that they listen to and learn how music can be written down. Through music our curriculum helps children develop transferable skills such as team working, problem solving, decision making, presentation and performance skills.

Within each project, children will read and research to gain an understanding of musical genres and eras, great composers and musicians. This document is found in….

**Links to SMSC/Values (including British Values and Diversity)**

At Coleshill Heath School we aim to represent every culture from our school community in our curriculum. Kapow provides a listening example from each culture, moving over time towards so that a musical style or tradition from each of these cultures is explored in more detail, including performing and composing work.

A wide range of music from every continent in the world woven into the units on Kapow and discrete units on Indian Classical Music, Samba, South and West Africa are included. An overview of songs, artists and composers for each unit are available in the Work Drive – Curriculum – Music folder.

Each month we listen to and learn about a different musician. These are carefully thought out linking to different countries, cultures, eras and types of musicians. Children listen to the musician of the month upon entering school and entering and existing assemblies. This creates a culture of listening to a wide diet of music and create discussions among children across the school linked to the musician of the month.

**Music in Early Years**

At Coleshill Heath, Early Years follows a bespoke curriculum that explores singing a range of well-known nursery rhymes and songs, performing songs, rhymes, poems and stories and moving to music, whilst exploring beat, tempo, pitch and rhythm.

Reception access the Kapow Music scheme and will teach music adhering to the children’s interests and developmental needs and gaps. Regular musical activity both child-led and adult-led helps support children’s acquisition of language and communication. It aids their personal and social development, their physical agility, well-being, imagination and creativity. The children hear and listen to a wide range of music and answer questions about genre, tempo, volume and beat.

Each week the children learn a new nursery rhyme or song using a nursery rhyme map and actions so the children can use pitch, voice and perform. Language from the nursery rhymes and songs are explored in the environment during continuous provision to develop communication and language. Children have opportunities to play a variety of tuned an untuned instruments exploring sound and also to explore movement with their bodies incorporating dance and moving to the beat.

**Teaching and Learning**

The aim of music is to:

* Develop the love and passion for music.
* Have opportunities to access a high-quality music curriculum and opportunities to access music in and out of school.
* Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by wider cultural, social and historical contexts.
* Be confident performers, composers and listeners and be able to express themselves musically at and beyond school.
* Understand ways in which music can be written down to support performing and composing.
* Demonstrate and articulate and enthusiasm for music and be able to identify their own personal music preferences.
* Meet end of key stage expectations outlines in the national curriculum for music.

In the environment, Music outcomes, key skills and knowledge is shared and visible for the children for each lesson. Music terminology is defined and discussed and visible in the classroom. Rooms should be well ventilated using windows and doors while singing or playing wind instruments. Adequate space is available for movement and exploration when playing musical instruments.

**Assessment**

At Coleshill Heath, staff will complete formative assessments on the children’s progress in Music. An assessment quiz will be completed at the end of every unit. This is available within each unit on Kapow. This comes in a PowerPoint form to be visible on the interactive whiteboard and the children will complete the answers to the questions on the TEAMS assessment format. A percentage score for each question will be generated. Teachers will use this information to support their planning and teaching of each unit.

Teachers will take photos and videos of music lessons across each unit. Video evidence must be used when children are performing their final piece. These will be saved in Work Drive – Curriculum – Music - Assessment

Music will be assessed using teacher judgement, video evidence and the assessment quiz against the learning knowledge and skills of each unit.

**Contribution of Music in other curriculum areas**

**Other links**

Our school works closely with external providers to support delivering our music curriculum. Our local Solihull Music Hub deliver WCIT lessons to year 3 and year 4.

KDDK lead our choir afterschool club for KS2. The choir perform in school, to families and within the wider community, in collaboration with other others.

Coleshill Heath is a local Music Hub for North Solihull led by Solihull Music Service our local music hub. The team provide Music opportunities afterschool for KS2 children to access. Performances are celebrated with the children’s families.

Recorder lunch time club is led by an experienced music teacher for KS2.

World music events are celebrated within the school. National Nursery Rhyme Week and World Music Day are organised by the music lead.

In 2023 we were presented a silver ArtsMark Award.