



## Music Curriculum Statement

### Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Fairholme Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, appraising, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as encouraging children to understand that music is a creative outlet which can be used to express feelings and emotions. We also teach our children about the discipline required to learn to play a musical instrument, and the habits that will develop careful and thoughtful playing of an instrument.

### Implementation

Our music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in classroom lessons as well as through weekly singing assemblies, various concerts and performances, music clubs and teaching from specialist music teachers for some year groups. We use the Charanga music scheme to teach classroom lessons in which children are introduced to various elements of music including pulse, rhythm, melody and simple notation. They also listen to, and compare, a wide range of music from different genres and traditions, compare features, compose their own pieces, perform and sing.

In KS1, children are introduced to a range of genres and begin to develop their appreciation of different musical styles; they begin to explore rhythm and basic composition.

As children progress into KS2, these elements are built upon as they begin to learn how to play the recorder in weekly lessons in Year 3 and ukulele in Year 4, including understanding standard music notation and reading simple notes and melodies. Children gain an insight into the orchestra and significant composers across a range of historical and international contexts; music appreciation and composition are explored in greater detail. As the children progress into Year 5 and 6, children take part in weekly instrumental lessons provided by skilled tutors from Hounslow Music Service; children learn a range of instruments including brass and percussion. They also take part in projects that develop skills in music technology and composition.

Performances to parents are arranged wherever possible to celebrate musical progress and accomplishments. Regular opportunities to see and listen to professional musicians such as visits to the Children's Proms at the Royal Albert Hall are sought out to enthuse and inspire our children and to develop their cultural capital.

### Impact

Above all else, our music curriculum ensures that children develop a lifelong love of music and are able to enjoy music in as listeners, creators or performers. They build their knowledge, skills and understanding of foundational music concepts including:

Pulse – the regular heartbeat of the music; the steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat.

Pitch – high and low sounds.

Tempo – the speed of the music – fast, slow or in-between.

Dynamics – how loud or quiet music is.

Timbre – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.

Texture – layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure; for example, introduction, verse, chorus, ending.

Through listening and appraising a range of musical styles and traditions, children also develop an understanding of culture and history, both in relation to themselves individually, as well as across the world. Children develop positive learning habits, the discipline of practice, an understanding of the British values of tolerance and respect, and a grasp of the positive impact that music can have on mindfulness and wellbeing.