



Music



Intent

At St. Paul's we intend to:

Provide a high-quality music education which engages and inspires pupils to develop a love of music.

Teach music in a way that ensures progression of skills

Offer opportunities for children to develop their talents as musicians and increase their self-confidence, creativity and sense of achievement, especially through their voices.

Develop an appreciation (historical and current) of the works of great composers, through quality listening and appraising.

Implementation

At St. Paul's, music lessons are delivered weekly during designated half terms, led by our music specialist teacher, Mrs. Taylor. (Tees Valley Music Service)

Lessons follow an established, consistent structure, allowing pupils to develop all key music skills: listening, appraising, improvising, composing and performing. Music is embedded into the culture of the school, with whole school singing in assemblies and peripatetic teaching.

We aim to ensure that all pupils:

Have opportunities to explore sounds through listening, performing and composing

Listening: pupils appreciate a diverse repertoire of music, some of which is related to class topics, giving them some understanding of the chronology of the history of music and how it sits beside world history. Pupils are also encouraged to reflect on the works of great composers.

Performing: Pupils are given opportunities to access a range of instruments and refine their skills appropriately. Pupils are provided with a variety of enrichment opportunities and wide-ranging musical experiences including; liturgical celebrations, (Easter, Christmas), Tees Valley Music events and Mission Week.

Composing: within music lessons children have opportunities to compose both individually and as part of a group.

Most importantly, we aim to ensure pupils value the importance of music, as a way to express themselves creatively, especially through their voices.

Impact

Pupils will:

- Value music in the context of their own well-being.
- Respect and appreciate a wide repertoire of music.
- Retain subject-specific knowledge and vocabulary – they will know more and remember more
- Have taken part in a range of opportunities to foster their instrumental and/or vocal ability.
- Participate in wider musical activities and have increased confidence.
- Have an awareness of musical opportunities available both in school and beyond the classroom.
- Be well placed to make good progress at Key Stage 3



Curriculum Overview

Music



Year Group	Autumn		Spring		Summer	
Nursery	Enjoys listening to and moves to a variety of music. Joins in action songs and rhymes	Explores a variety of instruments and is beginning to name them. Performs –singing in a group or on own beginning to pitch match.	Names a wider range of instruments. Plays a given instrument to a simple beat.	Selects own instruments and plays along in time to music.	Listens attentively, moves to and talks about music, expressing their feelings, understands emotion in music – happy, sad or scary.	Sings a wide range of nursery rhymes and songs. Watches dances and performances giving a responses
Reception	Knows how to use a wider range of instruments. Plays instruments to a given beat.	Performs action rhymes and songs confidently. Beginning to puts a sequence of dance actions together to music.	Beginning to express an opinion about a variety of music they hear. Composes own simple tunes.	Beginning to recognise instrument sounds in music they hear. Learns longer dance routines, matching pace.	Uses their own symbols, pictures or patterns to write own compositions. Replicates dances and performances.	Can change tempo and dynamics when playing chosen instruments. Sings matching pitch and following the melody.
1	Walk, move or clap a steady beat with others Maintain a steady beat with instruments		Begin to use stick notation. Use vocabulary high/low, loud/quiet, fast/slow		Describe what they can hear (e.g. different instrument sounds) Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch Develop improvisation skills and invent short on-the-spot responses using a limited note range	

Year Group	Autumn	Spring	Summer
2	<p>Understand that the speed of the beat can change Mark the beat of a listening piece, recognising changes in tempo Use stick notation</p>	<p>Use stick notation including crotchets, crotchet rests and quavers. Use vocabulary high/low, loud/quiet, fast/slow</p>	<p>Describe what they can hear (e.g. different instrument sounds) Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch Develop improvisation skills and invent short on-the-spot responses using a limited note range.</p>
<p>Musical opportunities and Performance EY/KS1</p>	<p>Autumn Term Christmas Nativity Performance for Families. EY -World Nursery Rhyme Week Performance for families Spring Term Easter Performances. KS 1 Snappy Spring in conjunction with TVMS Music Hub Summer Term Showcase musical skills and abilities – whole school performance in conjunction with TVMS Music Hub Ongoing Whole class ensemble teaching in year groups – TVMS Music Hub and Charanga, hymn practice, class and whole school liturgies.</p>		
3	<p>Develop facility in playing tuned percussion or a melodic instrument.</p>	<p>Listen to and describe recorded music describing instruments used. Listen to examples of fast (allegro), and slow (adagio) music using word pulse. Describe music as loud (forte) or quiet (piano)</p>	<p>Improvise on a limited range of pitches on an instrument Combine known rhythmic notation with letter names to create short pentatonic phrases</p>

Year Group	Autumn	Spring	Summer
4	Develop facility in playing tuned percussion or a melodic instrument. Sing songs with a verse and chorus.	Develop facility in playing tuned percussion or a melodic instrument.	Listen to and describe recorded music describing instruments used. Listen to examples of fast (allegro), and slow (adagio) music. Improvise on a limited range of pitches on the instrument they are now learning. Combine known rhythmic notation with letter names to create short pentatonic phrases
5	Develop facility in playing tuned percussion or a melodic instrument.	Sing three-part rounds, partner songs and songs with a verse and chorus. Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrecendo), Describe music as legato (smooth) or staccato (detached)	Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrecendo), Describe music as legato (smooth) or staccato (detached) Experience major, minor, pentatonic tonality. Improvise a limited range of pitches on an instrument. Begin to make decisions about the overall structure
6	Develop facility in playing tuned percussion or a melodic instrument.	Develop facility in playing tuned percussion or a melodic instrument.	Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrecendo), Describe music as legato (smooth) or staccato (detached) Experience major, minor, pentatonic tonality. Improvise on a limited range of pitches on an instrument. Begin to make decisions about the overall structure
Musical Opportunities and performance KS2	<p>Autumn Term Christmas Nativity Performance for Families in Church. Snappy Christmas in conjunction with TVMS Music Hub</p> <p>Spring Term Easter Performances. Attendance of Performance of Royal Guards at The Globe (local theatre)TVMS Music Hub</p> <p>Summer Term Showcase musical skills and abilities – whole school performance in conjunction with TVMS Music Hub. Leavers production for families. Royal Opera House – The Magic Flute- Big Sing performing Opera with other schools for families (and televised) in conjunction with TVMS Music Hub</p> <p>Ongoing Whole class ensemble teaching in year groups – TVMS Music Hub and Charanga, hymn practice, class and whole school liturgies. Peripatetic music – Small groups ensembles - Cello, violin other instruments ???-TVMS</p>		