

HRPA Music Curriculum

Intent

At Haxby Road Primary Academy we aim to engage and inspire our children to develop a love of music, motivating and encouraging them to increase self-confidence, creativity, their talent as musicians and a sense of personal achievement from their involvement with Music at Haxby Road Primary Academy.

As our pupils progress they will develop performing and composing skills, aural and theoretical knowledge, listening and evaluation skills.

A Musical education in Haxby Road Primary Academy offers an environment which nurtures and explores personal, moral and cultural development through music.

Through Music we aim to make a contribution to each child's personal development through concentration, teamwork and collaboration, building self confidence and improving social skills within school and the wider community.

Implementation

Whilst studying and enjoying music, the children are given the opportunity to:

- Learn to use their voices.

- Understand and explore pitch, duration, dynamics, tempo, timbre, texture, structure

- Create and compose music individually and with others.

- Learn to record music using appropriate musical notations.

- Create and compose music individually and with others.

- Listen to, review, perform and evaluate music from a range of music sequenced chronologically from Renaissance to Contemporary periods.

- Music in our listening programme covers different genres, styles and traditions and the works of great composers and musicians.

- Explore musicians and composers during Black History Month and Women Composers Month.

- Learn a musical instrument with opportunities to perform in informal concerts and perform in musical ensembles

- Learn to understand, read and perform from musical notation

Use of technology for composition

Learn an instrument: recorder Yr 5&6 are offered brass lessons

Impact

The impact of learning Music in HRPA can be seen in our weekly music lessons designed for our children to feel secure and motivated in a musical learning environment. At Haxby Road we want our children to develop a long lasting interest in music, gain musical knowledge based on positive experience, and to enjoy the many benefits of music both in and out of school.

Musical experience and knowledge can be seen on the half termly slides including photographs and videos of our children exploring, creating and composing music within the classroom. The music room has a wall of photographs where the music at HRPA is celebrated.

Each child's musical journey is individually documented in their Ebor Music Passport recording their musical memories and progression of learning throughout school.

Yr5/6 Children have the opportunity to take part in a range of wider musical opportunities in enrichment sessions which gives them the chance to develop their self-confidence, as well as enjoying performing.

National Curriculum & Model Music Curriculum

Haxby Road Primary Academy follows the National Curriculum for Music with the Ebor Academy Trust Music Passport I Can statements. HRPA music curriculum also incorporates the framework of the new model music curriculum, teaching music through integrated activities to connect, embed and deepen musical learning and musical understanding, promoting musical engagement, curiosity and creativity.

All Music lessons explore and reinforce the interrelated music dimensions as part of a progressive structured programme of cyclical learning. Lessons can include singing, playing singing games, playing instruments, listening & appraising, improvising, composing and performing (sharing school, class, group and individual musical activity to an audience)

Performance opportunities are created during lessons and at larger whole school events.

Lessons include music activities for the whole class, smaller groups and individual support. Children are encouraged to self assess their own work and that of their peers.

How is Music taught at HRP A?

Music is taught in EY/FS1 by teachers and TAs as part of the wider curriculum

Curriculum Music is taught in FS2 by a music specialist and by teachers and TAs as part of the wider curriculum

Curriculum Music is taught in KS1 & KS2 by a music specialist and by teachers and TAs as part of the wider curriculum

Enrichment Music for Yr5/6 can include beat-box, bucket drumming, creating musical board games, singing games, recorder, tuned percussion, choirs & singing games.

Evaluation

All children use a **Music Passport** which tracks their music journey throughout Haxby Road Primary Academy. There is space for drawings, thoughts and comments alongside self assessment of music dimensions, singing, listening and appraising which meets the NC music expectations.

All students are encouraged to self assess and peer assess in a positive, supportive manner.

Teacher assessment takes the form of practical activities, in-class performance, written work in music jotters, video footage, and photographs.

Instrumental Opportunities at HRP A

Children are encouraged to learn to play the trumpet or cornet as part of an ensemble in year 5 and year 6. Children are taught to play the recorder in year 3 and also in year 6

Sharing Music within school and the wider community

A Carol Service is shared with the whole school, parents and friends

Whole school events include musical performances bringing parents into school to share the children's musical performances.

3 Year Music Vision for the school: After receiving high quality musical input, inspired by Kodaly methodology (well researched framework for musical progression of aural, practical and theoretical learning) in weekly music curriculum lessons, we expect our children to be able to confidently enjoy, create, compose, evaluate and discuss their musical learning and practice.

By the end of KS2 all children should be able to:

- Sing well with an understanding of good vocal health
- Compose music, making musical choices which affect the performance
- Recognise, discuss and evaluate musical features
- Read, perform and understand simple rhythmic and pitched notation

An example of musical teaching topics at HRPA.

Foundation Stage 1 Reception	Year 1
Autumn A Joining In	Autumn A Pitch & finding the singing . voice
Autumn B The Singing Voice & Singing Games	Autumn B Pulse and tempo
Spring A Pulse & Tempo	Spring A Rhythm and duration
Spring B Instruments & Dynamics	Spring B Instruments & Dynamics
Summer A Exploring Texture	Summer A Texture & Timbre
Summer B Timbre and Exploring Sound	Summer B Composition & Exploring Sound

Year 2	Year 3
Autumn A Texture, Call & Response	Autumn A Timbre
Autumn B Duration & Rhythm	Autumn B Duration & Rhythm, Notation
Spring A Instruments & Notation	Spring A Peter & the Wolf
Spring B Duration & Sound Journeys	Spring B Peter & the Wolf
Summer A Sound and Instrument Families Carnival of the Animals	Summer A Sound and Instrument Families Sound Journeys. Recorder
Summer B Sound and Instrument Families Carnival of the Animals	Summer B Sound and Instrument Families Recorder

Year 4	Year 5
Autumn A Books & Musical scores	Autumn A Recorder / Bucket Drumming

Autumn B Recorder & Orff arrangements	Autumn B Recorder / Bucket Drumming
Spring A Sound and Instrument Families. World Instruments & Music from Japan & China	Spring A Sound and Instrument Families Young Person's Guide to the Orchestra
Spring B Sound and Instrument Families World Instruments & Music from Japan & China	Spring B Sound and Instrument Families Young Person's Guide to the Orchestra
Summer A BBC 10 Pieces	Summer A Recorder / Bucket Drumming jazz / Digital composition1
Summer B BBC 10 Pieces	Summer B Recorder / Bucket Drumming

<h2>Year 6</h2>
Autumn A Creating Accompaniments Chords
Autumn B Pitched Notation & tuned percussion
Spring A Form & Structure
Spring B 1,2,3 line pitched stave. Treble stave & real notes
Summer A Folk Music, Metre & Phrases/ Tuned percussion/Digital Composition 2
Summer B 3/4 part Rhythmic composition to perform from a score.

An example of termly assessment at HRP A

In each year group three progressive teaching objectives are set each term to assess learning. Children are also encouraged to self-assess and peer assess. An example of termly assessments are below:

Year Group termly assessment	Autumn	Spring	Summer
Yr1	I can sing with an awareness of pitch	I can use a pitch setting in a group	I can sing a s-m simple song accurately
	I can tap the rhythm of simple songs	I can use simple rhythm time names	I can notate simple rhythms
	I can identify and clap/play the beat/pulse	I can perform as part of a group	I can change the dynamic of my singing voice
Yr5	I can show an awareness of melodic shape with large gesture	I can sing and play from a 2 line stave	I can confidently sing in a group in a 3 or 4 part round/canon
	I can compose a 4 bar rhythm to perform with a friend	I can perform a body percussion piece including movement	I can sing in a duet (2 parts) and maintain the part
	I can identify the musical structure from core songs	I can identify the instruments of the orchestra and their families	I can sing or speak in time maintaining correct body percussion/ actions

How can we improve the music provision

in Haxby Road Primary Academy?

- Allow music facilitators and teachers to observe good practice in other schools
- Attend the Annual Ebor Primary Music Conference & high quality CPD
- Encourage generalist teachers to include more music based activity in their topic work/wider curriculum
- Increase performance opportunities for our children

The National Curriculum for Music 2014

Aims

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music