



Little Houghton CEVA Primary School
Curriculum Statement for the Teaching and Learning of Music

Our Vision for Little Houghton CE Primary School

‘Learning for Life’

Through:

- ❖ **Growth – realising our potential**
- ❖ **Community – sharing and contributing**
- ❖ **Spirituality – reflecting and thinking deeply**
- ❖ **Environment – appreciating local and global environments**

So that each child can flourish – like a flower of the field (Psalm 103:15)

Our curriculum vision is reflected in the music curriculum through the key concepts of: **Listening** **Performing** **Composing**

Listening refers to the need to give attention to a sound or action, and then to respond to that sound or action. This can be linked to our focus on **Environment** (responding to sounds within nature).

Performing refers to the ability to present to an audience and can be linked with our focus on **Growth** (realising our potential) and **Community** (sharing and contributing to a range of audiences).

Composing refers to the ability to conceive a piece of music and the art of creating music as a finished product. This can be linked to our focus on **Spirituality** (reflecting and thinking deeply).

Intent

The intention of the Music Curriculum at Little Houghton CE Primary School is to inspire creativity, self-expression and encourages children on their musical journey as well as giving them opportunities to connect with others in the wider community. We hope to foster a life-long love of music by enabling children to have a wide range of musical experiences: **listening** and responding to different musical styles, finding their voice as singers and **performers**, and **composing** their own music, encouraging them to become confident, reflective musicians.

Through our teaching we focus on developing children’s ability to understand rhythm and follow a beat while performing on a range of musical instruments. By singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across different time periods, cultures and traditions. This supports children to understand the cultural capital of being open-minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. The children learn to appreciate how music supports other areas of the curriculum such as dance and drama.

Children develop descriptive language skills in music lessons which can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As

children progress, they should develop a critical engagement with music, allowing them to compose and to listen with confidence.



Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing in collective worship, various concerts and performances, and the learning of musical instruments. The elements of music are taught in classroom lessons. Through the key concepts of **listening**, **performing** and **composing**, so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments and as a class in Year 5 and 6, they learn to play the ocarina. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Opportunities are taken to perform in class, in whole school worship and also to parents and the wider community.

Additional opportunities are offered in music, such as the key stage 2 choir which performs regularly in school and at events in the local community.



Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. Through the key concepts of **listening**, **performing** and **composing**, the integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental

abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

