



Hemington Primary School Music Curriculum Statement

Intent

- At Hemington Primary School the intention is that children gain a firm understanding of music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- Our objective at Hemington Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.
- We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
- We want music to inspire self-confidence in our children through development of a fun and safe learning environment, and encourage a feeling of fellowship through shared creation and appreciation of music.
- At Hemington we aim to give children the opportunity to see music performed by a range of musical artists and develop children as performers. Children should be given the opportunity to demonstrate musical ability through regular performing opportunities to the wider school community and beyond.

Implementation

- At Hemington, pupils are taught by expert music tutors brought in by the school to give our pupils the best possible experience in lessons. These sessions take place at least once a week.
- The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as in singing assemblies, various concerts and performances (both in and out of school), and the option to learn instruments. Every child at Hemington Primary School is given the opportunity to perform to each other in class, but also to members of the wider community and their families through full-scale productions, which are professionally directed by our external Music and Drama teacher. These productions form an exciting element to our school and showcase the confidence and talent of our students.
- Pupils in KS1 are taught using a variety of percussion instruments, in addition to their voices. As they become older, pupils use iPads to compose and play music digitally, while all upper KS2 are given the opportunity to learn the clarinet over a two year period.
- The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn about the sounds that instruments make, from a range of different types of instrument. In doing so, they become familiar with the method of creating notes, as well as how to read 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 and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

By the end of their time at Hemington, our pupils will:

- Will enjoy music and confidently talk about the subject.
- Have developed a deeper level of understanding of music in different forms.
- Performed individually and as part of an orchestra or choir in a range of situations, both in school and out.
- Improved their skills and abilities to listen to, play, perform and evaluate music.
- Be able to compose simple musical pieces of their own.
- Watched musicians performing in a range of contexts.



Hemington Primary Music Progression

EYFS	Subject Knowledge	Vocabulary	Working musically including key equipment
	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>Children can: Sing songs Sing a few familiar songs. Begin to build a repertoire of songs and dances. Make music Tap out simple repeated rhythms. Explore and learn how sounds can be changed. Explore the different sounds of instruments Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories. Develop preferences for forms of expression. Use movement to express feelings. Create movement in response to music. Sing to themselves and make up simple songs. Make up rhythms. Notice what adults do, imitate what is observed, and then do it spontaneously when adult is not there. Engage in imaginative role-play based on own first hand experiences. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects.</p>	<p>Sing Song Clap Play Music Sound</p>	<p>Perform to an audience. Take part in a whole KS production.</p> <p>Learn how to hold and make sounds using a variety of untuned percussion instruments.</p>

KS1	Subject Knowledge	Vocabulary	Working musically including key equipment
	<p>Perform Take part in singing, accurately following the melody Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p>Compose Create short, musical patterns.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch</p>	Beat Chant Choir Duet Notation Higher Lower Faster Slower Rhythm Pulse	<p>Perform to an audience. Understand and perform their part in a KS production.</p> <p>Learn how to hold and make sounds using a variety of untuned and some tuned percussion instruments. Be taught how to memorise and write down pictorially their compositions.</p> <p>Learn to hold beaters correctly.</p> <p>Famous musicians/genre: Ladysmith Black Mambazo Elgar-Land of Hope and Glory Debussy-The Snow is Dancing Howard Blake- Walking in the Air Mendelssohn-Overture The Hebrides Fingal's Cave Benjamin Bartlett-Walking with Dinosaurs Music using recycled materials World Music Rimsky Korsakov-Flight of the Bumblebee Tracy Chapman-Fast Car Nizlopi-JCB song</p>
Lower KS2	Subject Knowledge	Vocabulary	Working musically including key equipment
	<p>Perform Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group.</p> <p>Compose Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> <p>Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.</p> <p>Describe Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p>	Stave Treble clef Crotchet Quaver Minim Bar Accent Chord Downbeat Drone Dynamics Harmony Orchestra Rest Scale Tempo Round	<p>Perform for a variety of audiences. Take on a role and sing as a group in a KS2 production. Produce short compositions using both untuned and tuned percussion instruments. Be taught ways to memorise and produce written scores for their music. Hold beaters with both hands/paly music on tuned percussion using both hands.</p> <p>Famous musicians/genre: Vivaldi-Four Seasons</p>

			Danny Elfman-contemporary composer
Upper KS2	Subject Knowledge	Vocabulary	Working musically including key equipment
	<p>Perform</p> <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Compose</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Transcribe</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Describe</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Semibreve</p> <p>Semiquaver</p> <p>Clef</p> <p>Crescendo</p> <p>Decrescendo</p> <p>Key</p> <p>Major</p> <p>Minor</p> <p>Measure</p> <p>Staccato</p> <p>Vibrato</p> <p>Andante</p> <p>Adagio</p> <p>Largo</p> <p>Presto</p> <p>Acapella</p>	<p>Perform for a variety of audiences with an increasing level of confidence and enthusiasm.</p> <p>Take on a larger, more significant role and sing as a group or as a soloist in a KS2 production.</p> <p>Play a variety of tuned and untuned percussion with regard to occasion, style and audience.</p> <p>Learn to play the clarinet.</p> <p>Famous musicians/genre:</p> <p>Vivaldi-Four Seasons</p> <p>Danny Elfman-contemporary composer</p>