

MUSIC CURRICULUM

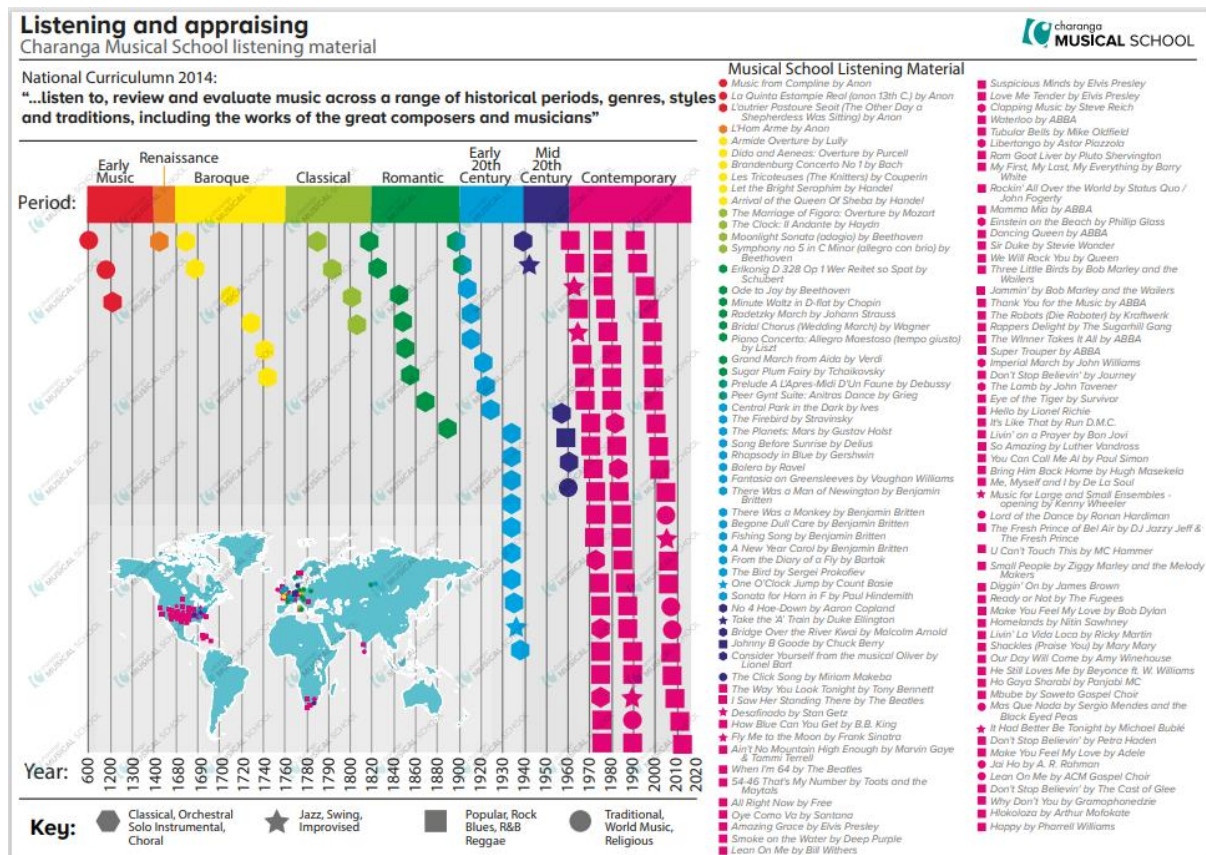
INTENT

At Beech Grove Primary, we believe that music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school, music brings our school community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. We provide a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge. This in turn offers a clear pathway towards mature musical understanding and transition into the secondary music curriculum.



Every young person will experience music through singing, as well as having the opportunity to learn an instrument through whole-class ensemble and small-group teaching at Key Stage 2. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. We encourage pupils to be open minded in their listening as well as knowledgeable about the breadth of musical genres in the world today.

Listening Opportunities Across the Curriculum – *expanding cultural capital*



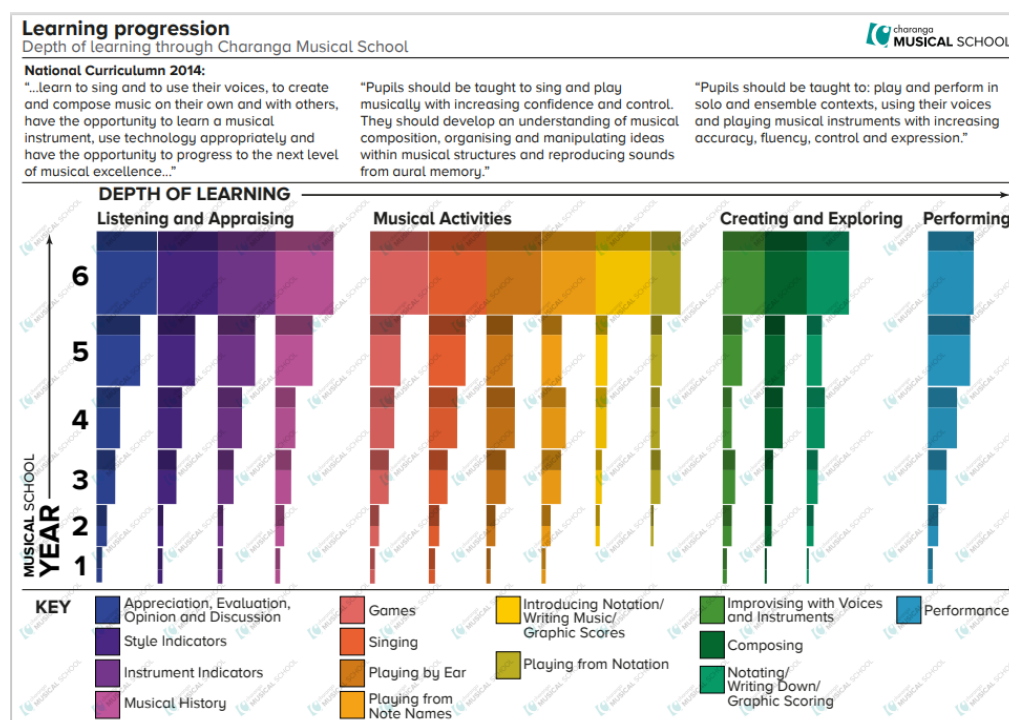
The vast range of musical genres experienced include the following: Rock, Hip Hop, South African, Blues, Bhangra, Funk, Folk, Latin, Pop ballad, Motown, Gospel, Reggae, R&B, Jazz, Early Music and Renaissance, Baroque, Classical, Romantic and 20th Century and Contemporary music.

At Beech Grove Primary, we recognise the therapeutic value of music. We use music to promote mindfulness and often play music for calmness and concentration during independent work. We know that music encourages connectivity and improves mental health and confidence and promote this through our school choir.

Other areas of the curriculum provide opportunities to reinforce musical skills and deepen knowledge. For example, in science children learn how sounds are made and the pattern between the volume of sound and the strength of vibrations. In computing, Y2 use a computer to explore rhythms and melodies before creating a musical composition, Y4 capture and edit audio to produce a podcast and Y6 create sequences in a block-based programming language to make music.

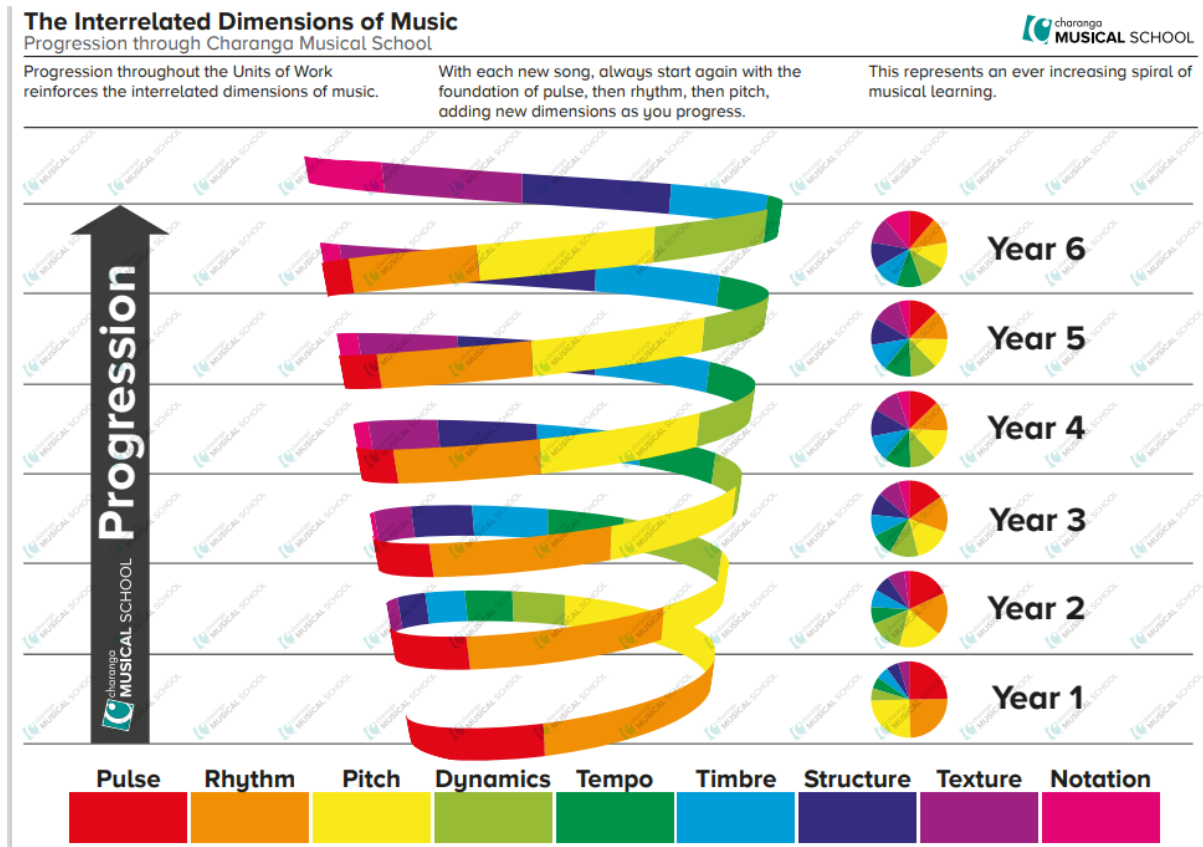
IMPLEMENTATION

At Beech Grove Primary, we use Charanga (a music education company) to deliver our music tuition. Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music: listening and appraising, musical activities (warm-up games, optional flexible games, singing, playing instruments, improvisation, composition) and performing. Charanga have developed an online platform that provides teachers and students with the help and resources they need to achieve their musical ambition. Charanga enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and revisit established musical skills and concepts. The diagram below depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens:



All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.



From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

What is included in each Unit of Work?

1. **Listen and Appraise:** Listen, review and evaluate music across a range of historical periods, genres and traditions.
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing. All activities are based around a song
 1. Games embed the Interrelated Dimensions of Music through repetition
 2. Singing is at the heart of all the musical learning
 3. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children

4. Improvising with the song using voices and instruments occurs in some Units of Work
 5. Composing with the song using instruments occurs in some Units of Work
3. **Perform/Share:** Share what has taken place during the lesson and work towards performing to an audience.

IMPACT

At Beech Grove Primary, our music curriculum engages and inspires children to develop a love of music. We create musicians. Through music, we increase a child's self-confidence, creativity and sense of achievement. We improve well-being and use music to promote mindfulness. We know that music encourages connectivity and improves mental health and confidence and promote this through our school choir.