



Intent- we aim to...

Teach music skills that progress from EYFS to Year 6.

Recognise the importance of music in our daily lives.

Expose children to a wide genre of music from a variety of historical periods to appreciate and enjoy

Develop children's aural skills so they can copy back rhythms and melodies

Develop children's ability to improvise, compose and notate music

Develop children's singing and performance skills



Implementation- How do we achieve our aims?

## Our curriculum

Music is taught across the school using the online scheme 'Charanga' following the Model Music Curriculum. Each unit starts with children **listening to and appraising** a piece of music using key musical vocabulary. They then learn to **sing and play** to the music using voice, glockenspiels building to understanding stave notation. They **improvise** to the music and use online tools to help them **compose** their own accompaniments and pieces, **performing** to each other in class. Children also **sing** as a whole school every week, and **perform** to a wider audience at school productions and services. Year 4 children learn to **play** an instrument for one term (Violins 2025).

## Golden Threads

At Grazeley Primary School music is taught through five golden threads (see below) which are returned to every year at an increasing level of difficulty. For example, in the **singing and playing** strand, children in Y2 are learning to read up to 3 notes on the stave, by Y4 they are reading up to 5 notes and in Y5 & Y6 they are being introduced to semi-tones and reading symbols for flats and sharps. In all year groups they are then supported to use these to **improvise** and **compose**. When **Listening and appraising** vocabulary used starts with simple terms such as 'beat' in Y1, moving to time signatures in Y3 and syncopation in Y5.

Musical styles studied include...

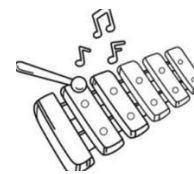


Pop, 20/21<sup>st</sup> century classical, folk, electronic dance music, reggae, calypso, nursery rhymes, gospel and hip hop.

Our threads...



Listening &amp; Appraising,



Singing, &amp; Playing



Improvising,



Composing,



Performing

## Progression of skills

All of the five main content areas are taught throughout the year groups so that children have a wide coverage of each during their time at school. Key skills from previous years units are revisited at the beginning of the next unit. Vocabulary development is a key part of our music curriculum and is revisited in every unit. We use a range of musical pieces to support musical development.

## Pedagogy-

In accordance with our Grazeley Eight pedagogical principles, our approach to teaching music includes review and retrieval practice and explicit vocabulary teaching. Key skills and knowledge are revisited and built upon each year with opportunities for questioning, explanation and modelling built into the music curriculum.

## Vocabulary -

Children develop their musical vocabulary from EYFS, learning musical terms such as pulse, pitch, duration, dynamics, structure, timbre, rhythm and melody. Musical terms are used in every lesson so that the children become familiar with them and become confident in their use.

## Assessment-

Music is assessed at the end of each half-termly unit using an assessment grid which links directly to the objectives used for planning. These objectives are taken from the Model Music Curriculum. Teachers use their professional judgement based on oral, written and recorded responses, as well as observations.

## EYFS-

Music is taught through the Expressive Arts and Design part of the EYFS curriculum with overlap into Physical Development and CCL. Children learn a core collection of nursery rhymes and through these explore the key musical elements. They are introduced to a variety of tuned and un-tuned percussion instruments and are encouraged to improvise and explore the sounds and musical patterns that they can make. They listen and respond to music related to each topic, thinking about different music from different cultures. They perform to their parents in their Christmas Concert.

## Enrichment opportunities-

Throughout their school career, children have the opportunity to take part in musical performances with other schools. This includes the WASMA musical production (Y4-6), The Mayor's Carol Concert (Y3 -6), Addington Proms (Y3-5), Addington BIG SING (Y1&2). Peripatetic music teaching is available for guitar and piano. There is a school choir and sometimes a band. Children can choose to perform at the annual Grazeley's got Talent.

**Vision & Values – Loving Community** – children are taught how music brings a community together giving it identity. They demonstrate **courageous learning** when learning to play instruments and **resilience** when performing. Music is integral to our **Christian foundation**.



Impact- how will we know we have achieved our aims?

Evidence shows progression of what is taught

Children are able to enjoy music in as many ways as they choose without fear of getting it 'wrong'

Children's confidence and communication skills are boosted by participating in productions and services

Children develop an appreciation of different musical styles.

Children develop new skills as listeners, creators and performers

Children's mental health is boosted as singing releases endorphins