

Intent



Implementation

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. At Upwell Academy we follow the Charanga Primary Music Curriculum where we teach children the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of the history of music.

In the Early Years Foundation Stage, music contributes to a child's development in the area of expressive arts and design.

Music is often taught and used within other areas of the curriculum, to support and enhance the work done within the topics planned. Teachers have access to Music Express and Charanga, but are able to select from additional resources if required.

Additional opportunities: Children learn to play the recorder in year 4 and are offered the opportunity to learn to play an instrument with a private music teacher from year 5. Parents who want their children to participate make a contribution towards the cost of lessons and instrument hire.

Special educational needs and disability (SEND): At Upwell Academy we teach music to all children, whatever their ability. Music forms part of our desire to provide a broad and balanced education to all children and we appreciate that children can have strengths and weaknesses in different areas of the curriculum. SEMH is considered too and how children feel about performing in front of others, sometimes preferring to take a supporting role eg developing their role as a music technician.

Impact

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs. At the end of a unit a judgement is made about the knowledge and understanding of music for each pupil, as well as their use and understanding of key vocabulary. The attainment of each child is recorded termly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music	Singing in a group (Christmas Performances) Listening to and responding to Holst's Planet Suite	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch	Playing with Sounds: Singing Games including call and response Listening to Digeridoo music	Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice	Using Percussion Instruments
Year 1	Introducing Beat	Adding Pitch and Rhythm	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having fun with Improvisation	Explore Sound and Create a Story
Year 2	Exploring Simple Patterns	Focus on Dynamics and Tempo	Explore Feelings through Music	Inventing a Musical Story	Music that Makes You Dance	Exploring Improvisation
Year 3	Developing Notation Skills	Enjoying Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More About Musical Styles	Recognising Different Sounds
Year 4	Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
Year 5	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
Year 6	Developing Melodic Phrases	Understanding Structure and Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords and Structure	Respecting Each other Through Composition