



## **Holy Trinity CofE Primary School** **Music Curriculum Overview**



### **Rationale**

***At Holy Trinity we are aspirational for all children and aim for each child to live life to the full.*** The music offer at Holy Trinity is built on a rich musical heritage, boasting a school orchestra for over 35 years! At our school we encourage children to foster a love of creativity and this includes developing a lifelong love of music whether through listening to music or creating it ourselves. All children will experience playing a variety of instruments during their learning journey at Holy Trinity ranging from percussion, recorders, glockenspiels and more. Our whole school community also join to sing together, marking key celebrations in the school year, alongside regular school-based singing in worship and as part of our music curriculum offer in class. Music is enriched through visits to local events such as the Cheltenham Jazz Festival, extra-curricular clubs, singing through worship and peripatetic music lessons. Our key vision of our music curriculum is for all children to engage with and be inspired to develop their own creative responses, growing in confidence, creativity and self-expression and experiencing the pleasure and enrichment that music brings.

### **Structure**

We use the Charanga Scheme of Work as the basis for our curriculum. Each year group has three music topics taught to them and Music is taught every term. Our aim is that every child will learn three instruments – Recorder, Glockenspiel and Ukelele - over the course of the key stage one and two, taught explicitly through our units of work and through engagement with Gloucestershire Music Hub.

Each unit of work in the scheme comprises of the following strands of musical learning. These correspond with the National Curriculum:

1. Listening and Appraising: Recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music
2. Musical Activities:
  - a. Warm-up Games - Internalise, understand, feel and know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo (speed) dynamics (volume).
  - b. Optional Flexible Games
  - c. Singing - Sing, learn about singing and vocal health. Learn about working in a group/band/ensemble.
  - d. Playing instruments - Play a classroom instrument in a group/band/ensemble.
  - e. Improvisation - Explore and create your own responses, melodies and rhythms
  - f. Composition - Create your own responses, melodies and rhythms and record them in some way.
3. Performing: Work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

All Musical Learning is built around the following Interrelated Dimensions of Music:

- Pulse – the regular heartbeat of the music, the steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat
- Pitch – high and low sounds
- Tempo – the speed of the music, fast or slow or in-between
- Dynamics – how loud or quiet music is
- Timbre – all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.



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- Structure – every piece of music has a structure e.g. introduction, verse, chorus ending All year groups should begin a lesson with pulse as a foundation and with rhythm and pitch as the next two building blocks.

### Expressive Arts and Design (Music) in EYFS

Expressive Arts and Design forms the basis of Music in the EYFS Statutory Framework. The programme of study details “the frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe”. In EYFS, Teachers use the units within Charanga to support our weekly Music lessons. These sessions allow children to experience a wide variety of music genres, move their bodies to the beat and as the year develops, use musical instruments to respond to what they are hearing. It also encourages the children to ‘perform and share’ their own songs with the class. Children in EYFS also have access other musical experiences through our continuous provision, Forest School and Wake & Shake.

### Year Group Overview

	Autumn	Spring	Summer
EYFS	Me! My Stories	Everyone! Our World	Big Bear Funk Reflect, Rewind, Replay
Year 1	My Musical Heartbeat Dance, Sing and Play	Exploring Sounds Learning to Listen	Having Fun with Improvisation Let's Perform Together
Year 2	Pulse, Rhythm, Pitch Playing in an Orchestra	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation Our Big Concert
Year 3	Writing Down Music	Compose Using your Imagination (C,E,G,A)	Music Hub - <b>Ukulele</b>
Year 4	Musical Structures	Expression and Improvisation (C,D,E,G,A)	Feelings through Music (C,D,E,F,G,A)
Year 5	Melody and Harmony in Music	Freedom to Improvise (C,D,E,F,G,A,B)	Music Hub – <b>Ukulele</b>
Year 6	Developing Ensemble (C,D,E,A,B)	Creative Composition (C,D,E,F,G,A,B)	Farewell Tour – (Music Works - Whole Class Music Tech)