

# Music at Wilbarston

## Music: The Curriculum

Music plays a central role within the curriculum at Wilbarston Primary School. Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Pupils will also learn to sing and to use their voices, to create and compose music on their own and with others, to learn a musical instrument, use technology appropriately and progress to the next level of musical excellence. Furthermore, pupils will understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

The curriculum is underpinned by three key pillars (technical development, constructive development and expressive development) which focuses on developing pupils' tacit, procedural and declarative knowledge.

### At the end of Foundation:

Pupils are expected to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
Listen with concentration and understanding to a range of high-quality live and recorded music.

### At the end of Key Stage 1:

Pupils are expected to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
Play tuned and untuned instruments musically.  
Listen with concentration and understanding to a range of high-quality live and recorded music.  
experiment with, create, select and combine sounds using the interrelated dimensions of music.

### At the end of Key Stage 2:

Pupils are expected to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  
Listen with attention to detail and recall sounds with increasing aural memory.  
Improvise and compose music for a range of purposes.  
Use and understand staff and other musical notations.  
Appreciate and understand a wide range of high-quality live and recorded music.  
Develop an understanding of the history of music.

## Implementation

Our curriculum carefully focuses on developing pupils' tacit, procedural and declarative knowledge. This is implemented across three key pillars.

- Technical development, focusses on translating pupil intention into sound.
- Constructive development develops pupil knowledge of how musical components come together both analytically and in the creative process.
- Expressive development, focuses on the more indefinable aspects of music: quality, meaning and creativity.

## Assessment

We use a multi-faceted approach to assessment within Music.

- Retrieval practice to take place at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback.
- Termly performances, observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond.

## Cultural Capital

Enrichment and extracurricular music events are an essential part of the Wilbarston Music Curriculum which provides pupils with extended time to focus and deepen their learning.

## Career Professional Development

At Wilbarston we develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle

We use a multi-faceted approach to enrichment within Music: <ul style="list-style-type: none"> <li>• Music events and performances.</li> <li>• External specialists to offer music lessons</li> <li>• Inspirational visits from musicians from NMPAT</li> </ul>	leadership development and a focus on developing all teachers' subject knowledge and Music pedagogy.
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### Music Curriculum Overview:

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Pulse & Rhythm: All about me	Tempo: Snail and mouse	Pitch & tempo: Superheroes	Musical me	On this island: British songs and sounds	Orchestral instruments: Traditional western stories
Cycle B	Music vocabulary: Under the sea	Timbre & Rhythmic patterns: Fairytale	African call & response song: Animals	Vocal & body sounds: By the sea	Dynamics, timbre, tempo and motifs: Space	Myths and legends

Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Instrumental lesson: South African	Developing singing technique: Vikings	Instrumental lesson: Caribbean	Body & turned percussion: Rainforests	Jazz	Adapting & transposing motifs: Romans
Cycle B	Creating a composition in response to an animation: Mountains	Rock and roll	Ballads	Haiki, music and performance: Hanami festival	Changes in pitch, tempo and dynamics: Rivers	Samba and carnival sounds and instruments: South Africa

Year 5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Film music	Composition notation: Ancient Egypt	Musical theatre	Theme and variations: Pop Art	Songs of World War 2	Composing and performing a leavers' song
Cycle B	Looping and remixing	Blues	Dynamics, pitch and texture: Fingal's cave by Mendelssohn	Composition to represent the festival of colour: Holi festival	South and West Africa	Composing and performing a leavers' song