

Music Handbook



MUSIC



Curriculum Vision

At St John Vianney Catholic Primary School, we want every child to be happy, enthusiastic learners of Music and eager to achieve their very best in order to fulfil their God-given talents.

Giving the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning music develops all aspects of a child's learning, from the physical action of using an instrument to the mathematical skills needed to keep a pulse. These abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. At our school, children have access to music through regular formal music lessons, as well as extra opportunities such as peripatetic music lessons, after school clubs and wider performance opportunities within our parish, other schools and in the local community.

Curriculum Intent

It is our intention to develop a high quality music curriculum that both engages and inspires pupils to foster a love of music and celebrate their talent as musicians. We aim to increase children's self confidence and creativity as well as broadening their critical engagement with a variety of genres of music.

Through embedded assessment activities, we will identify early on children with natural musical ability. It is our intention that every child will have access to music tuition for 45 minutes every fortnight.

MUSIC



Implementation

Music lessons are delivered by a music specialist with secure subject knowledge ensuring high quality teaching and learning opportunities are provided. Lessons are structured considering prior learning and offer opportunities for both practical, creative tasks alongside theoretical work to build depth to children's knowledge, skills and understanding.

All children also participate in weekly whole school hymn practice sessions and take part in regular school performances. Key Stage 2 children are also given the opportunity to join the school choir.

Impact

Learners develop thorough understanding and practical skills gained through engaging in age appropriate content. They show an appreciation of a wide range of musical genres and are competent at playing a number of instruments following standard music notation. Where children are recognised as having a natural ability and talent, they, through encouragement and support, engage in opportunities outside of the classroom to develop and nurture this. Ample opportunities are given for children to showcase their skills through performance opportunities including assemblies, combined work with other schools and concerts.

MUSIC



Non-Negotiables

- Music must be delivered as in accordance with the long term plan.
- Music must be taught as a discreet subject.
- KS1 children should receive 45minute music lessons fortnightly.
- KS2 children should receive 45minute music lessons fortnightly for two terms per academic year.
- Each child (Y2 upwards) to have a music book which follows them through the school for evidence.
- Assessments are to be completed at the end of every term or at the end of every unit of work completed, using the agreed school format.
- Music sessions should cover a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Children must be given the opportunity to create and compose music on their own and with others.
- Children should be given the opportunity to perform to an audience.
- All music sessions must engage and inspire pupils to foster a love of music and celebrate their talent as musicians.

MUSIC



Useful Websites

www.bbc.co.uk/bitesize



www.youtube.com



www.twinkl.co.uk



www.classicfm.com



www.classicsforkids.com



www.funkidslive.com



www.coventrymusichub.co.uk



www.armonico.org.uk

ARMONICO
CONSORT

MUSIC



Long Term Plan

Reception and Key Stage 1

	Year R	Year 1	Year 2
Autumn 1	Hearing & Listening Identify sounds created by our bodies and in the environment.	Composing & Performing 4 beat rhythmic patterns repeat, create, notate, perform, evaluate	Appraising Leroy Anderson Role of a composer. Basic details about their life.
Autumn 2	Listening & Moving Identify animals from their sounds Camille Saint-Saëns The Carnival of the Animals	Appraising The Nutcracker Tchaikovsky Sounds to create mood Repeated patterns	Composing & Performing 8 beat graphic notation. Create music in response to a stimuli.
Spring 1	Listening, Exploring & Playing Use percussive instruments to create music based on weather.	Mousike Ensemble Use my voice to sing, speak and chant. Sing with others. Use percussive instruments to perform	Appraising Understanding the orchestra Instrument families Role of a conductor
Spring 2	Vocalising and Singing Focus on pitch low-high Following a melodic shape Songs about growing		
Summer 1	Exploring & Playing Children to copy basic rhythms modelled by teacher (insect footsteps). Recap dynamics loud/quiet.	Composing & Performing Write lyrics to an existing tune. Follow graphic notation on un-tuned instruments.	Composing & Performing 16 beat graphic notation tempo dynamics silence
Summer 2	Listening, Moving, Exploring & Playing Johann Strauss I - Eisenbahn-Lust (Railway-Love) Listen, describe and create music.	Write graphic notation for un-tuned instruments.	

MUSIC



Long Term Plan

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Autumn 1			Appraising Order important musical periods in history on a timeline. Give examples of a composer from each period. Contrast the work of classical and modern day composers and show a preference.	Appraising & Performing Topic based songs the purpose of music singing showing an understanding of the meaning through expression
Autumn 2				
Spring 1	Composing & Performing Recorder lessons Identify B-A-G on the treble clef Time signature, pitch, note values	Composing & Performing Recorder lessons B-A-G-E-C Identify line and space notes on the treble clef	Mousike Ensemble Play tuned and untuned instruments accurately following written notation. Maintain my part (vocal or instrumental) whilst others are performing their part.	Composing & Performing Work as a group to compose a piece of music based on a stimuli for tuned and untuned instruments. Consider time signature, dynamics, tempo.
Spring 2				
Summer 1	Appraising Clara Shumann - composer focus Use musical words to describe a piece of music and express an opinion. Recognise the work of at least one famous composer.	Appraising Clara Schuman (Romantic) George Gershwin (Modern) compare and contrast the work of two different composers from different musical period.		
Summer 2		Composing & Performing Start to use standard notation to record my composition Time Signature Rhythmically accurate		