

INTENT

Vision Statement

At New Scotland Hill we believe that music is a unique and powerful form of communication that can change the way that children feel, think and act. We are surrounded by music in our lives; it connects all of us through people and places in an ever changing world. We aim to foster a passion for music in children of all abilities and to celebrate children’s natural creativity. Through lively and interactive music lessons, we aim to develop a life-long love of music. We feel there is great value in combining creativity with emotion; this enables personal expression, reflection and development in our children. A life opportunity that can reap dividends in the future.

“Music can change the world, because it can change people.”

Bono

“When you play never mind who listens to you”

R Schumann

“You know what music is? God's little reminder that there's something else besides us in this universe, a harmonic connection between all living beings, everywhere, even the stars.”

Robin Williams

“Music is a world within itself, with a language we all understand.”

Stevie Wonder

National Curriculum Aims

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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 notations.

New Scotland Hill Primary School and Nursery – MUSIC CURRICULUM OVERVIEW

IMPLEMENTATION

New Scotland Hill has adopted the Charanga Musical School, Original Scheme to teach our music curriculum throughout the whole school from Reception to Year 6.

Through the Charanga scheme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.

Charanga uses a wide range of core resources to develop, motivate and capture each learner's interest. Children not only learn about music; they become musicians who are able to share and perform using their new skills.

The scheme uses a variety of activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

Our music curriculum has been developed to provide a range of materials from across the ages and the world, celebrating a variety of styles, genre and cultures that is accessible and inclusive for all learners. Music is embedded in the school routines in weekly whole school singing assemblies and timetabled classroom lessons. As well as this we also offer:

- Choir
- Various key stage productions
- Maestros Year 4 music projects.
- Extracurricular projects – Young Voices

We have created a comprehensive progression document for staff to follow to best embed and cover every element of the music curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners. The table below details how we have grouped the different elements of the music curriculum. Our progression document details how skills are developed throughout the primary phase.

Use of voice	Use of instruments	Appreciation of music
KS1 <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 		
KS2 <ul style="list-style-type: none"> • Pupils should be taught to sing with increasing confidence and control. • play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music 		
KS1 <ul style="list-style-type: none"> • play tuned and un-tuned instruments musically • experiment with, create, select and combine sounds using the interrelated dimensions of music 		
KS2 <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the interrelated dimensions of music • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		
KS1 <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 		
KS2 <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • improvise and compose music for a range of purposes using the interrelated dimensions of music 		

IMPACT

- Children will develop an appreciation of a multitude of musical styles and genres.
- Children will begin to develop performance skills and acquire the confidence to perform to an audience.
- Children will have the opportunity to experiment and learn techniques with a range of musical instruments.
- Children will be given the opportunity to be involved in community events in and out of school.
- Children will be inspired to create their own pieces of music linked to their termly topics.