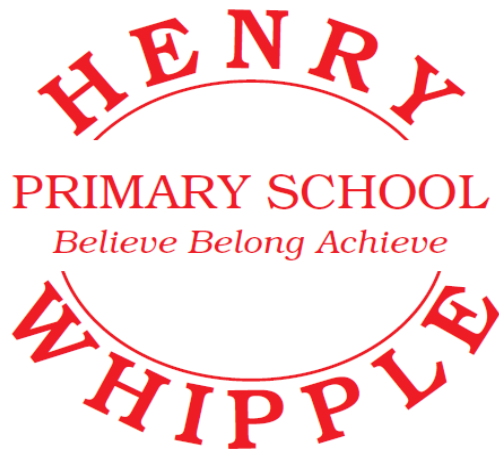
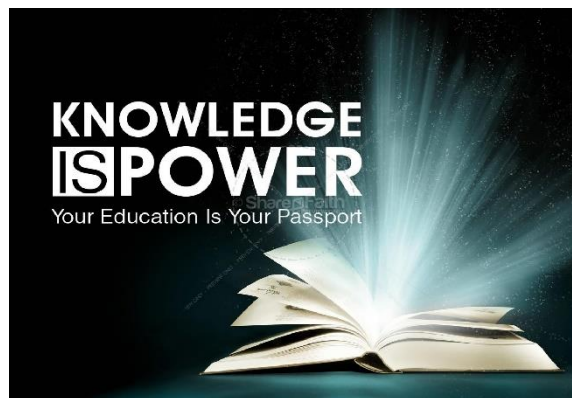


Henry Whipple Primary School



Music



1	<i>Intent / Implementation / Impact</i> <i>Subject area statement</i>
2	<i>Curriculum on a page overview</i>
3	<i>Progression map:</i> <i>Vocabulary, knowledge and skills</i>
4	<i>Subject area action plan</i>



Intent / Implementation / Impact

Subject area statement

INTENT: (vision)

At Henry Whipple we...

- ❖ Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- ❖ Are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.
- ❖ Aim to provide children with the opportunity to progress to the next level of their creative excellence.
- ❖ Know our Teaching and learning Cognitive Science pedagogy within our universal provision effectively supports children with PP/EAL and SEND . Eal and SEND children are also supported through additional and adaptive teaching techniques where appropriate.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by...

- ❖ Ensuring children sing, listen, play, perform and evaluate music. This is embedded in the classroom activities, singing assemblies, various concerts and performances, and the learning of instruments.
- ❖ Through the musical program **Charanga** teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

IMPACT

We know our curriculum works for our pupils through...

- ❖ Discussion around cultures and history.

- ❖ *Discussion and opportunity to share thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive.*
- ❖ *Dissecting music and its parts.*
- ❖ *Singing and feeling a pulse.*

MUSIC AT HENRY WHIPPLE:



At HWP...	Delivery	Aims
Our Vision and Aims: ☐ That children will develop the ability to listen to, and appreciate a wide variety of music, including that which has a specific purpose. ☐ That children will have opportunities to explore and express ideas about music in a variety of ways e.g. through dance. ☐ That children will explore a range of musical elements, for example: pitch, tempo and dynamics. ☐ That we will encourage active involvement in creating and developing musical ideas using voices and instruments (tuned and untuned). ☐ That we will develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience. ☐ That we will help the children develop self-discipline and creativity, aesthetic sensitivity and fulfilment. <i>"There is no such thing as an unmusical person". Hans Werner Henze – German Composer</i>	Music at Henry Whipple is delivered in a variety of different methods to ensure maximum impact. ☐ Assemblies ☐ Music lessons ☐ School events ☐ Continuous Provision ☐ After school learning.	☐ 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, ☐ <u>structure</u>, and appropriate musical notations.

Progression map: Vocabulary, knowledge and skills

Henry Whipple Primary School Progression in Musical Vocabulary



Year 1			
Performing- Singing Sing Chant Steady Pulse (regular beat underlying the music) Control Breathing points Tuning Mood By ear Posture Unison	Performing- Instruments Longest Shortest Quietest Loudest Steady beat Repeated patterns Rhythm pattern	Creating Percussion Timbre (different sound from different instruments) Duration (long/short) Tempo (slow/fast) Dynamics (loud/quiet) Pitch (high/low sound) Repeated rhythm patterns	Listening Move Clap Timing Pulse Rhythm Tempo Dynamics Pitch Signals- start/stop Mood Character Movement
Year 2			
Performing- Singing	Performing – Instruments	Creating	Listening

	Autumn 1 Adventure	Autumn 2 Investigate	Spring 1 Discover	Spring 2 Curiosity	Summer 1 Explore	Summer 2 Changes
F2	Pat Learn to sing nursery rhymes and action songs: ☐ Pat a cake ☐ 1, 2, 3, 4, 5 Once I caught a fish alive ☐ This Old Man ☐ Five Little Ducks ☐ Name Song ☐ Things for Fingers Cross curricular: - Growing - Homes - Colour - Toys - How I look Learning Focus: - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place	My Stories Learn to sing nursery rhymes and action songs: ☐ I'm a Little Teapot ☐ The Grand Old Duke of York ☐ Ring O' Roses ☐ Hickory Dickory Dock ☐ Not Too Difficult ☐ The ABC Song Cross curricular: - Using your imagination - Christmas - Festivals - Fairies - Pirates - Treasure - Superheroes - Let's Pretend - Once Upon a Time Learning Focus: - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs	Everyone! Learn to sing nursery rhymes and action songs: ☐ Wind the Bobbin Up ☐ Rock-a-bye Baby ☐ Five Little Monkeys Jumping on the Bed ☐ Twinkle Twinkle ☐ If you're happy and you know it ☐ Head, Shoulders, Knees and Toes Cross curricular: - Family - Friends - People - Music from around the World Learning Focus: - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place	Our World Learn to sing nursery rhymes and action songs: ☐ Old MacDonald ☐ Big Wiggly Spider ☐ Baa Baa Black Sheep ☐ Row, Row, Row your boat ☐ The Wheels on the Bus ☐ The Hokey Cokey Cross curricular: - Animals - Jungle - Mythology - Night and Day - Sand and Water - Seaside - Seasons - Weather - Sea - Space Learning Focus: - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music.	Big Bear Funk Learning Focus: - Listening and appraising Funk music - Embedding foundations of the interrelated dimensions of music using voices and instruments - Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs - Playing instruments within the song - Improvisation using voices and instruments - Riff based composition - Share and perform the learning that has taken place.	Reflect, Review and Replay Learning Focus: - Listening and appraise - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Sing and revisit nursery rhymes and action songs - Play instruments within the song - Improvisation using voices and instruments - Riff based composition - Share and perform the learning that has taken place.