

Music

Curriculum Intent: Music at Madron Daniel



Without music, life would be a mistake’ Friedrich Nietzsche

At Madron Daniel C of E Primary School, we give music high priority.. We believe music is a powerful, unique form of communication that can help pupils express how they feel and think. It exceeds different cultures, abilities and generations. Listening to and creating music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life with many aspects of music enhancing performance in other areas of the curriculum and builds aspiration in our children as performers and creators. Music is important for our well being.

Our music curriculum follows the Model Music Curriculum, going beyond statutory requirements. Children develop their musician ship through singing, listening, composing and performing/Instrumental Performance. We build children’s vocabulary acquisition through music and offer termly whole school performance opportunities for all children. At Madron Daniel, we give children every opportunity to develop instrumental performance skills. In both key stages, the children learn an instrument through whole year group tuition from Cornwall Music Service Trust. This gives all children from every background an opportunity to be inspired and learn a new skill.

Through music children develop a sense of our unique location and of Cornwall being a special place. We activity engage in all local and County based opportunities to enhance performance opportunities for our children. Madron Daniel pupils also take part in community events and see that music can make a positive difference.to lives.

By the end of Key Stage One our Young Musicians should:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- have experience of playing tuned and untuned instruments musically.
- listen with concentration and understanding a range of high-quality live and recorded music.
- create, select and combine sounds using the interrelated dimensions of music.
- develop social skills through co-operation with others in the shared experience of music making.
- cultivate personal skills through becoming motivated to enjoy and succeed in music.

By the end of Key Stage Two Young Musicians should ,

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations

End of year outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing and perform simple songs from memory with actions linked to a variety of topics and themes.	Experience a variety of genres and cultures. Sing call and response songs and cumulative songs from memory with movement and actions. Have the opportunity to sing solo	Sing songs from a broad range of genres and cultures with more accuracy of pitch, phrasing (through breath) and control. Have the opportunity to sing solo	Sing songs in a variety of styles, including leading call and response songs. Demonstrate a sense of communication and intention, mood, character and style. Begin to experience harmony through rounds and partner songs. Sing solo	Sing confidently in a group for rounds and partner songs. Have the chance to read a group. Sing songs from a broad range of cultures and styles, including different languages. Demonstrate an awareness of vocal technique (Breath, pitch, phrasing,	Sing and lead small group and solo singing in two and three part harmony. Perform with increased accuracy of pitch, phrasing. Demonstrate good sense of vocal technique	Sing harmony parts in two part songs. Lead a group. Sing solo. Perform with a strong sense of vocal technique and communicate intentions of pieces.
Performing	Have the opportunity to take part in class and whole school celebrations .	Take part in class and whole school performances. Record and perform class work on basic percussion.	Take part in whole school shows and celebrations. Film, record, perform class topic pieces on a variety of percussion. All children learn recorder for one term with visiting specialist. Experience stick notation	Take part in performances in the wider community such as St Piran's Day and cluster events. Perform, film, record pitched topic work on a range of instruments. Play from stick notation	Perform a part within an ensemble linked to topic work on pitched instruments. Take part in wider community performances. Whole class ukulele tuition. Play from staff notation.	Perform both solo and individual parts on pitched instruments including improvisation. Show awareness of dynamics and phrasing. Play from notation with increased number of note values	Perform solo and group pieces with a sense of intention including phrasing, dynamics and articulation. Play from notation (pitched and rhythmic)

End of year outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Distinguish and describe changes in music. Respond to music with movement	Discuss how music makes you feel and create movements to match	Listen with increased concentration and begin to use musical vocabulary to describe what is heard; tempo, dynamics, instruments.	Listen and comment on more musical features with increasing range of musical vocabulary	Understand how music can create mood, atmosphere or tell a story. Comment on how musical elements achieve this Recognise music from a variety of cultures.	Demonstrate good awareness of how the musical elements combine in music heard using a broad range of vocabulary.	Demonstrate an awareness of context (when and why music was composed). Recognise and discuss a broad range of musical elements.
Composing	Explore sounds on a variety of instruments	Choose percussion instruments to tell a story. Play simple accompanying sounds to songs. Compose using pictures and symbols.	Copy and Create rhythmic patterns with non pitched and basic pitched instruments (chime bars. Create music to suggest a picture or story. Compose using a graphic score	Compose simple pitched and rhythmic pieces linked to topics. Suggest mood through use of musical elements (pitch, timbre, texture, dynamics) Compose using basic staff notation.	Compose pitched phrases combined with musical elements, dynamics, tempo changes. Use staff notation (crotchets, quavers)	Compose music linked to topics using melodic phrases on pitched instruments Incorporate musical elements such as tempo and dynamics. Compose with staff notation (crotchets, quavers, minims)	Compose music with extended melody lines linked to topics. Use the musical elements (dynamics, texture , timbre, tempo) to develop compositional work linked to topics. Use notation (crotchets, quavers, minims, semibreves, semi-quavers)