

Curriculum Document

Kingfisher Music Curriculum

In the kingfisher partnership, we believe music is a universal language that embodies one of the highest forms of creativity. We aim to inspire and engage all our pupils to develop a love of music, be able to critically engage with music and allow them to compose, perform, evaluate and listen to music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

We are working from the Model Music curriculum to raise the standard of music teaching across the partnership. This is being done by using Charanga's new Model Music curriculum scheme across ALL classes to deliver consistent music approach.

We enhance our children's musical journey by giving them daily opportunities to listen and appraise a wide range of different music which is taken from Charanga's 'Listening Calendar' as well as daily singing opportunities in collective worship. A collective worship scheme has been created using Sparkyard in which songs have been specifically selected to enrich children's singing abilities.

In EYFS, as part of the ELG children are taught many rhymes and songs to support learning but as in mixed aged classes join in the with music lessons (differentiated to their age and stage), collective worship, singing events and the listening calendar along with the rest of the school. Their environment is enhanced to ensure opportunities to explore composing, playing and performing and their learning is recorded via the Tapestry app.

Children are offered the opportunity to take part in extra music lessons with external music teachers who offer private tuition in several different instruments.

Each year children are given many opportunities to perform to a wider audience as part of different seasonal festivals and school Productions.

The whole partnership puts on a Summer Concert, which showcases our learning from the year across musical lessons and extra music lessons.

Curriculum to be taught 2023-2024

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
	Harvest Festival	Christmas Service			Easter service			Summer Concert
Cherry EYFS	Learning to Listen	Christmas Production		Having Fun With Improvisation	Let's Perform Together!		Musitrax 1	Musitrax 1
Skylarks EYFS, 1, 2	Recognising Different Sounds	Christmas Production		Having Fun With Improvisation	Let's Perform Together!		Musitrax 2	Musitrax 2
Robins EYFS, 1, 2	Learning to Listen	Christmas Production		Having Fun With Improvisation	Let's Perform Together!		Musitrax 2	Musitrax 2
Willow Year 1, Year 2	Inventing a Musical Story	Christmas Production		Having Fun With Improvisation	Let's Perform Together!		Musitrax 1	Musitrax 1
Mallards Year 3, Year 4	Playing in a Band	Compose Using Your Imagination		recorders	recorders		Exploring Feelings When You Play	Summer Production
Barn owls Year 3, Year 4	Playing in a Band	Compose Using Your Imagination		recorders	recorders		Exploring Feelings When You Play	Summer Production
Maple Year 3, Year 4	Playing in a Band	Compose Using Your Imagination		recorders	recorders		Exploring Feelings When You Play	Summer Production
Golden Eagles Year 5, Year 6	Freedom to Improvise	Battle of the Bands!		Djembe	Djembe		Musical Styles Connect Us	Summer Production
Swans Year 5, Year 6	Freedom to Improvise	Battle of the Bands!		Djembe	Djembe		Musical Styles Connect Us	Summer Production
Silver Birch Year 5, Year 6	Freedom to Improvise	Battle of the Bands!		Djembe	Djembe		Musical Styles Connect Us	Summer Production

Knowledge, Skills and Learning Progression by Year Group.

Early Years Foundation Stage

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Pupils at Kingfisher in EYFS, build on the directed learning in their curriculum music lessons through continuous provision. The examples below suggest ways that we consolidate and deepen learning from the Units of Work in the Scheme.

Activities and Aims

1. Activity: Free playing of instruments to explore their different sounds (timbres) and volumes (dynamics).

Aim: To develop knowledge of instruments and their sounds; how to play the instruments (they may not have had an opportunity in their music lesson to play all of the instruments); develop fine and gross motor skills which will support mark making.

2. Activity: Improvising or composing either individually or in small groups. This could be free or partially directed through prompts such as pictures - 'create music for this character' or 'create music for this picture' or 'create music for this mood'.

Aim: Exploration of sounds to create/match to moods and characters. An ability to develop and organise sounds to compose music as an extension from class music lessons. Class composition is a more directed activity within the structure of a song, whereas this activity is freely creative. An opportunity to develop imaginative and expressive play through music.

3. Activity: Listening to a variety of music with prompts for thinking and questioning.

Aim: Develop listening and responding skills individually as an extension from whole-class music lessons. Older pupils can also consolidate and extend their music vocabulary through the prompts.

Resources

1. A range of percussion instruments with different sounds (timbres) and methods of playing (eg shaking - maracas, hitting - drums).

2. A listening device set up with a small listening selection (or one which is changed regularly). This could be an iPod or iPad or computer with Charanga Musical School set up with earphones.

3. Prompts for accompanying the listening. Depending on the desired learning objective these could be a picture, a descriptive word already familiar to the pupils or a music vocabulary word to extend knowledge of music terms.

Vocabulary

- The names of the instruments (maracas, tambour, claves, etc).
- The names of the sounds of instruments (ring, bang, ting, etc).
- Symbols for dynamic ranges taken from 'Key word' document under the Scheme for older pupils (p = softly; f = loudly).
- Words used for listening (loud, quiet, fast, slow, happy, sad, etc).

Physical Development

- Holding and playing the instruments to create quality sounds (timbres).
- Gross and fine motor skills depending on the instruments available. Personal, Social and Emotional Development
- Collaborating and taking turns with the different activities.
- Working together particularly for improvisation and composition. Music Within Expressive Arts Development
- Exploring different sounds (timbres) and textures of the instruments played together.
- Manipulating the instruments to create and achieve a specific planned outcome (improvisation and composition).

Range of Learning and Development

- Information recall - specific vocabulary for instrument names and descriptors for listening.
- Independent enquiry, expression and imaginative development through composition and improvisation.
- Physical control and dexterity for playing the instruments.

Progression and Outcomes The musical skills being developed in these activities do not have neat and linear learning pathways. Charanga's Musical School Scheme enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept or skills through continuous or enhanced provision enables a more secure, deeper learning and mastery of musical skills. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral of learning. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

***Please refer to Charanga - Knowledge, Skills and Learning Progression by Year Group**