

Music

At Holmer C of E Academy, our music curriculum is taught progressively through three interrelated pillars:

- **Technical**

- Competence in controlling sound (instrumental, vocal or with music technology)
- Use of a communication system, such as staff notation or guitar tab

- **Constructive**

- Knowledge of the musical elements/interrelated dimensions of music
- Knowledge of the components of composition

- **Expressive**

- Musical quality
- Musical creativity
- Knowledge of musical meanings across the world and time

Key concepts:

The pillars of music are developed using the Kapow schemata which progressively builds pupils' knowledge and skills of the following key concepts:

- **Listening** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- **Composing** (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)
- **Performing** (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- **Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Furthermore, we use SingUp to ensure a progressive singing curriculum.

- **Singing** (developing pitch, melody, rhythm and control individually and as part of a group)

We further enhance our curriculum in KS2 by allowing all pupils to learn a tuned instrument (Recorder in Years 3 and 4 and Ukulele in Years 5 and 6).

Second-order concepts:

The following second-order concepts are also explored:

- **Chronology** (history of music and changes over time)
- **Similarity and difference** (comparing pieces of music, identifying common/different styles and techniques)
- **Significance** (significant composers, pieces of music and musical movements)

- **Written, oral and creative expression:** (Using musical terminology, responding, refining, describing, experimenting, exploring)

End points:

By the end of key stage 2, pupils should be able to:

1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression.
2. Improvise and compose music for a range of purposes using the inter-related dimensions of music
3. Listen with attention to detail and recall sounds with increasing aural memory
4. Use and understand staff and other musical notations
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. Develop an understanding of the history of music.

Pedagogy

A typical teaching sequence through a unit of work in music will include the following elements:

A. Listening and appraising activities

1. Familiarisation with the piece or genre being studied
2. Responding to the music and giving opinions
3. Identifying key elements, features and vocabulary
4. Identifying historical period and comparing / contrasting with other pieces

B. Musical activities

1. Warm up games
2. Singing activities
3. Playing instruments
4. Improvisation
5. Composition

C. Performing

1. Individual or group
2. Rehearsal
3. Performance

Progressive Objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of music by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work. The **3 pillars of music (technical, constructive, expressive)** developed through each strand.