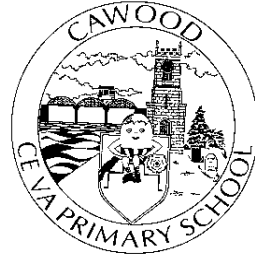


Cawood CE Primary School



The Music Curriculum

Document Status			
Date of next review	May 2026	Responsibility	Teaching and Learning Committee
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16 th May 2024		Signed	<i>Janet Rounding</i>
Method of Communication			
Website, Server			

The Music Curriculum is based on **Music Express**.

Music Express provides a very clear and structured approach in order to teach the core knowledge of music throughout the school following a coherent and developmentally based curriculum.

Rational.

We love music at Cawood CE Primary School and value its place in our school.

Almost everyone can relate to music that can bring great pleasure and enjoyment. Dancing and singing to our favourite songs are both enjoyable experiences for most people and music can also help us to think, reflect and relax.

At school, we aim to give every child the opportunity to experience the power of music to enhance our lives, as well as capitalise on the benefits it gives in other areas of the curriculum.

Singing, playing instruments, performing, and composing are enjoyable, creative and fulfilling learning experiences in their own right, but research also shows that music has a positive impact on children and extends beyond the musical curriculum.

- Making music in the early and primary years increases listening and concentration skills, and enhances a child's ability to discriminate between sounds. This improves phonetic awareness and helps to develop language and literacy skills.
- The patterns and rhythms in music helps to build mathematical skills such as counting, sequencing and pattern recognition.
- There is a positive impact on spatial reasoning, which is linked to mathematical thinking and physical co-ordination, which supports handwriting skills.
- Music-making in small groups promotes teamwork and the development of leadership skills, as well as being hugely enjoyable.
- Pupils' confidence can be enhanced if they have opportunities to develop their skills and perform.
- Music-making has social and emotional benefits, helping children to, for example, sing or make music together which can improve their mood and relieve stress. It can be a powerful tool in raising spirits and promoting positive mental health.
- As a Christian school, we believe that music has a very important part to play in worship through singing joyous songs as well as helping in times of prayer and reflection. Music offers another dimension for all children and staff to think and pray.

We teach music using *Music Express*, an online resource. Children learn to listen to and appreciate a wide range of music including classical, pop, rock, jazz etc. They also learn to play simple pieces using both tuned and untuned percussion and have the opportunity to compose interesting musical pieces of their own. Challenge, creativity and the development of skills and knowledge are central to our curriculum and the progression for all children is built into the scheme of work.

Music can be accessed and experienced at a number of different levels, however, the curriculum is planned so that children's knowledge, skills and subject specific vocabulary are built sequentially over time from early years to year 6.

There is long term overview of planning, long term plans, yearly plans and weekly plans.

Music is enjoyed and enriched with the use of musical instruments and the interactive and electronic resources:

- songs, with audio tracks and synchronised lyrics.
- a schemes of work including instrument and untuned percussion
- warm ups and bite-sized skill builders to develop strong foundations in beat, rhythm and pitch.

Whilst we follow the schemes and planning of Musical Express. Staff implement the lesson and adapt the teaching and learning in order for the children to make progress and reach their potential.

Music Express provides the following resources:

- **The Lesson Bank**
There are hundreds of lessons which covers a year's worth of music teaching. There are lessons for every age group, from Early Years Foundation Stage up to the end of Key Stage 2 (age 10–11).
- **The Song Bank**
There are over 400 songs to learn and perform. On-screen karaoke-style lyrics provide a great way to teach a new song to a whole class, and full audio performances, backing tracks, and teaching tracks for specific sections provide opportunities for the class/children to build confident performances.
- **Warm Ups**
Vocal warm ups, physical warm ups and focus builders provide exciting and interesting engagement opportunities at the start of the lesson.
- **Skill Builders**
There are bite sized exercises, divided into Rhythm, Beat and Pitch. These exercises can be used to consolidate skills already introduced in the lessons or improve any identified areas of weakness that need further development.

- **Planning and curriculum resources**

In the lesson bank, there are year plans, unit plans, lesson plans and assessment sheets to support music teaching at every level.

- **Instrumental Resources**

There is a range of tuned and untuned percussion instruments that are used in the music lesson. There is also ukulele teaching scheme available for use in groups or in the classroom. The interactive xylophone can be used as a fun addition to any music lesson.

Music express and the national curriculum.

Music Express supports the revised English National Curriculum from September 2014.

The English National Curriculum states '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.'

At Cawood CE Primary School, we teach many examples of music styles and genres from different times and places, including the classical Western canon. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Examples include vocal melodies from Medieval times, Tudor court music, Romantic ballet music, Twentieth century pop, as well as traditional and classical forms from across the globe.

The English National Curriculum states 'That all pupils: 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.'

Lessons are classroom and hall based particularly for singing and performances such as the Key stage 1 Christmas performance and the end of year performance for key stage 2. Music is for all and at Cawood and we have a very inclusive approach to music learning. Throughout the curriculum, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively compose and perform.

The English National Curriculum states 'That all pupils: understand and explore how music is created, produced and communicated, including

through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.'

We aim to build on the children's experience and develop understanding of the dimensions (the core elements) of music throughout the scheme. Each unit has as its focus on processes such as performance or composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music. A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music-making activities throughout the scheme. Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children.

Music and SEND

SEND notes

Our intention is for music to be experienced and enjoyed by all children whilst they are developing their knowledge skills and understanding.

These SEND notes are intended to help and support inclusion in order to provide the best learning opportunities for all children. Suggestions are made for how teachers can approach different barriers to learning with an inclusive lens. Focussing on barriers to learning instead of specific needs avoids categorising types of SEND, which can sometimes have preconceptions of what a child can or cannot achieve. Some children with additional needs have multiple learning needs. The spectrum of autism, for example, includes many different traits and can relate to the needs of a high academic achiever or a non-verbal child with low cognitive ability. Getting to know the individual child and exploring their particular needs is essential in gaining a better understanding of how to support the child in musical learning.

At Cawood, we have a very high-quality inclusive practice where all staff plan creatively in order to include every child. This could mean, for example, creating extra roles and music parts at an appropriate level to suit the needs of a child to enable them to join in with the whole class or group performance, while still maintaining high expectations for all.

Music - The SEND scheme

At Cawood CE Primary, through the Music Express SEND scheme, we offer a series of six topic-based units of work for use in special school classroom environments or for small group and individual intervention work both in special and mainstream schools.

These units can be found in the Lesson Bank, within Years 1-4. You can find them by scrolling to the end of the year group to find the units labelled 'SEND'.

- Storytime (Year 1)

- Our bodies (Year 1)
- Water (Year 1)
- Animals (Year 2)
- Food and drink (Year 3)
- Recycling (Year 4)