



MUSIC SUBJECT OVERVIEW

We love music at NCJPS. We aim to provide a music curriculum which enables children to work towards their full potential in music.

We want children to enjoy singing, composing and performing and have opportunities to perform in front of an audience.

Our curriculum explores different elements of music, teaches important vocabulary and helps children to develop an understanding on how music has changed through history.

"Without music, life would be a mistake" (Friedrich Nietzsche)

Core Threads

- Listening
- Composing
- Performing
- The interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure

Links to Reading

- Music vocabulary
- Reading words in songs
- Music notation
- Research on composers and different genres of music

Inclusive Practice

Music is taught in a way which lends itself to pair, group and whole class performances, giving everyone the opportunity to share their ideas and compositions. Music from a range of different cultures and backgrounds shared.

Knowing more, remembering more

Quizzes, performances to peers, whole class and families. Use of cooperative learning strategies to discuss, embed and understand key music knowledge musical vocabulary. Mental health benefits when listening to a range of music/genres and to their favourite pieces.



Our curriculum is underpinned by our RESPECT VALUES, which are covered across all subjects. The following values are exemplified in this subject:

Resilience: The opportunity to have a go and taking risks when composing, performing and experimenting with different instruments

Empathy: Opportunities to develop empathy through song lyrics and different styles of music. Listening to other people's viewpoints.

Self-awareness: The opportunity to formulate and express their preferred music style/styles.

Positivity: The opportunity to build new skills for enjoyment and appreciation of a piece of music, listening, composing and performing. Links to positive mental health.

Excellence: The opportunity to appreciate a range of talented artists, to learn an instrument and to develop their skills through group and individual lessons.

Communication: The opportunity to express and discuss a range of viewpoints

Teamwork: The opportunities for paired and group work across school. Performances within and beyond school.

Sequence of Learning

Early years: Reception follows the Statutory framework for the Early Years Foundation Stage and Development Matters. They learn the prerequisite skills for music within the national curriculum. Children in Reception will be learning to: listen attentively, move to and talk about music, expressing their feelings and responses; watch and talk about dance and performance art, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody; explore and engage in music making and dance, performing solo or in groups. **KS1** use the Kapow scheme to cover basic skills such as pulse, rhythm, pitch and tempo. They have opportunity to explore pitched and non-pitched instruments. In **KS2** the Music curriculum is centred around Kapow, a music-based scheme in which children learn to sing and play instruments. A steady progression plan has been built into Kapow, both within each year and from one year to the next, ensuring consistent musical development.

Alongside this, Year 3 and 4 children learn a tuned instrument, the jFlute, receiving high-quality whole class sessions from the Stockport Music Service in our Wider Opportunities. They also have the opportunity for individual and group peripatetic lessons.