Music Curriculum Overview

Music Intent

Our vision for music is 'to provide every child with a solid foundation in musical skills.' We seek to build every child's love of music through high quality musical experiences, both within and outside of school.
Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills, as well as improve their emotional well-being.
Music helps foster connections, which improve memory and coordination; the skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success, providing life-long experiences that will stay with the children throughout their school career.
Children will find that music is enjoyable and relaxing, helping to reduce stress, allowing all children to be able to experience a sense of achievement and pride.
We believe that a broad and balanced music education is the entitlement of all pupils, regardless of ethnic origin, gender, class, aptitude or disability. It is our vision that all pupils during their journey will display the essential characteristics of musicians:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise
- Very good awareness and appreciation of different musical traditions and genres
- An excellent understanding of how musical provenance- the historical, social and cultural origins of music- contributes to the diversity of musical styles
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately
- A passion for and commitment to a diverse range of musical activities.

Music Implementation

From the beginnings of music teaching in our EYFS, we endeavor to instill a sense of creativity in our pupils, allowing their understanding to develop through organised play in a musical area. They are encouraged to sing songs, make music and experiment with ways of changing them.
The teaching of music at East Park Primary Academy is carefully designed, planned and implemented to ensure that all pupils are challenged to fulfil their potential. Music lessons are rich in resources, vocabulary, questioning and content enabling them to develop mastery of the aims of the National Curriculum.

Music Curriculum Overview

Music Implementation (continued)

A range of music and styles will be celebrated within the school, utilising International links and weekly school assemblies. With the Hull Music service, every child will have the opportunity to learn to play a musical instrument and Key Stage Two children will be considered for further peripatetic lessons in a variety of instruments. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.

Wherever possible subjects are incorporated through a thematic approach which ensures children are thoroughly engaged and enriched. However, there are occasions when subjects are taught discretely in order to give depth and breadth to the curriculum area.

Rationale for Sequencing

Our curriculum units are sequenced in conjunction with the Kapow Music scheme. The key music skills of listening and appraising, performing and composition are covered in all units of work. This supports the understanding of the history of music and the abstract dimensions of music (e.g. pitch, duration, timbre).

Our Music scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and revisit tasks with increasing confidence, as well as developing understanding and knowledge of the history of music, staff, and other musical notations. The study of the interrelated dimensions of music are embedded into every lesson to ensure that children are confident with vocabulary and concept. This deepening of musical concepts allows our children to think and work like a musician and are taught and revisited across units and year groups, developing over time.

The units of work covered are relevant to our children, providing a broad framework in which to develop their musical skills, ensuring a thorough coverage of the National Curriculum and, most importantly, foster a love for music.

The units of work are sequenced into strands which allow children to build on their knowledge and understanding. An example can be seen with listening and appraising: in Year 1, children start with familiar nursery rhymes and move through more abstract and unfamiliar musical genres as the children progress through year groups, ending with Year 6 studying Baroque. This is further complimented by instrumentation lessons. This allows children to deepen their knowledge and gain a love for a broad range of musical styles from around the world.

The key skills specific to music are developed within all units of work alongside critical thinking and vocabulary understanding, allowing children to progressively develop their ability to think like musicians whilst making connections between different areas of learning. Vocabulary is taught explicitly and encouraged when discussing, performing and composing music. This deepening of concepts allow our children to think and work like a musician. These concepts are taught and revisited across units and year groups and develop over time.