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Music Curriculum

Curriculum Intent Statement

At Orchard Meadow pupils will be provided with opportunities to create, play, perform and enjoy music through development of their teamwork, listening, performing and appraising skills. They will also learn to appreciate a wide variety of musical styles not only from different areas of history but also different cultures as well. They will also be able to form opinions and make judgements about a broad range of musical genres and styles. All our teaching is inspired and modelled through 'The Voices Foundation' and 'Musical Futures' approach. These organisations encourage learning that is led through voice and song, is highly practical and inclusive of all children regardless of academic ability or need.

Music is a unique way of communicating feelings, thoughts and ideas. It is a vehicle for personal expression which can be highly motivating and contribute to children's personal development. Music reflects the culture and society we live in, and so learning music enables children to better understand the world they live in. It also plays an important part in helping children feel part of a school community. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It develops a range of key learning skills which can improve children's learning across the curriculum.

See below how the content within the Music curriculum supports and strongly links to Orchard Meadow's Key Drivers.

Key driver	Outcome	Enquiry Q
Respect	I understand and can appreciate a whole range of musical styles. I enjoy learning and singing songs from a wide range of cultures and communities. I listen to a broad mix of different music through either audio recordings or live performances. I work collaboratively and respectfully with my peers to perform music from a wide range of topics. I understand how different instruments work and how to handle and play them respectfully.	How has 'The Blues' impacted the music I listen to today? (Year 6)
Determination	I understand that playing musical instruments and following notation can be challenging but I feel confident with my role within a musical ensemble. I am driven and committed to finding and exploring my 'singing voice' and using it within the school community.	How does using your speaking/thinking/whispering/singing voice effect the performance of the music? (Years 1-3)
Creativity	I can express myself and my musicality based on the musical topics I have learnt. Through a strong musical foundation I am able to compose, create and appreciate music and song from a range of style and genres.	What should the rhythmic accompaniment of a 'Sea Shanty' sound like if we are trying to represent imagery of the sea?' (Year 6)

Confidence	I feel confident through singing as part of a large group, choir or individually. Through whole school performances I am able to display my musicality to the best of my ability. During lessons I am able to form confident opinions about a whole range of music as well as sharing ideas and skills with my peers.	Who can think of their own place and trade to sing individually in the song 'Here I come' (Years 2/3)
Enthusiasm	I am excited and interested in learning a whole range of musical styles and skills. Music is a subject that is featured heavily in everyday life and is strongly valued by all cultures and societies.	When listening to that example of classical music what emotions did it make you feel and what part of the music made you feel that way? E.g choice of instrument used, the tempo etc... (Years 2-6)
Ambition	I am inspired by music and the emotional and mindful connection it has to our everyday lives. Topics that are taught and modelled by specialist teachers inspire and drive me to succeed in my own musical ability. By laying strong musical foundations I am able to consider how music features and supports my academic future.	What skills can you use from our African Drumming project to help you lead the rhythm section in The Class Band? (Years 5/6)

Local context is also important in music as we believe children should have access to as many local musical opportunities as possible. Throughout the year various small KS2 groups as well as all Year 3 visit The Dragon School for Orchestra, Percussion and Choral days as well as The Year 3 Singing Day. The link with the Dragon School provides opportunities for children to work with professional musicians and singers and all days end with a performance in which parents/careers are invited to.

As a music department we have also made links with Magdalen College School. They offer one or two musical performances by sixth formers on a range of instruments that cover a variety of styles.

We also have connections to a fantastic organisation called 'The Oxford Philomusica.' They offer our schools free projects where we work alongside professional working musicians to create a musical performance from scratch. Previous themes include, opera, space and the different seasons. They provide our children with opportunities to play and perform using strings, percussion and voice.

Every year we also perform at the 'The Festival of Voices.' This is a local music event at Dorchester Abby. Children learn and sing a range of different songs including songs from different cultures and a variety of musical contexts. Students sing alongside other schools and they are not only accompanied by a professional band but also led by an experienced conductor.

Curriculum Overview

	Autumn	Spring	Summer
Nursery	How can my body make sounds?		
	What are the different parts of the body called? Song example: Head, Shoulders, Knees and Toes.	How can I use my body to make sound? Song example: If you're happy and you know it clap your hands/stamp your feet/tap your knees	Can I use my voice to make different sounds? Song example: Have you brought your speaking/whispering/humming/singing voice.
Reception	What is my voice for?		
	Can singing help me be active? Song example: Hey Hey Look At Me-clapping/hopping/jumping/sipping	Can I explore different instruments and their sounds? Song example: I Have Sounds	What is the difference between shouting and singing? Song example: Five Little Monkeys
Year 1	How important is practicing musical skills in being able to get them right?		
	Can I mirror the correct pitch? Song example: I see you	How can I use instruments to explore the musical pulse? Song example: Can you tap?	Can I recognise a song just by its melody? Song example: Lots of rosy apples
Year 2	What out of your musical achievements do you feel the most proud of?		
	What is the difference between pulse and rhythm Song example: Can you tap this rhythm for me?	Can I hear the difference between higher and lower pitch? Song example: Rain on the green grass.	Can I read and play simple time rhythm? Song example: Double Double
Year 3	What musical topic have you felt most inspired by?		

	<p>- How can playing short rhythm phrases help me recognise song?</p> <p>Song example: Touch your shoulders</p>	<p>Am I able to keep to my own melody in two part singing</p> <p>Song example: Bells in the steeple</p>	<p>How can we use different rhythms to affect music</p> <p>Song example: Spinning top</p> <p>Plus African rhythms</p>
	<p align="center">How does playing and singing music with your peers make you feel?</p>		
Year 4	<p>Can I combine rhythm and pitch symbols to produce melodic notation?</p> <p>Song example: Row boat row</p>	<p>Can I use the tone set soh-me-doh when improvising?</p> <p>Song example: chest, chest, knee, toe.</p>	<p>Can I perform my part within a two part ensemble made up of song melody and melodic ostinato?</p> <p>Song example: I've been to Harlem</p>
	<p align="center">What music have you enjoyed singing and playing the most and why?</p>		
Year 5	<p>Can I write a 4 bar rhythm piece using crotchets, quavers and rests?</p> <p>Song example: Double Double (re visit)</p> <p>Fire Fire</p>	<p>- What are some features of classical music and how has it helped influence music I listen to?</p> <p>Focused study- Pachelbel's Canon</p>	<p>Am I able to perform my part confidently as part of a musical ensemble?</p> <p>Focused study- Class Band Project</p>
	<p align="center">How has different types of music influenced the music we listen to today?</p>		
Year 6	<p>- How does improvising in music help improve my confidence?</p> <p>- Focused Study- The Blues</p>	<p>- How can I use rhythm, words and rhyme to create music that represents me?</p> <p>- Focused Study- Rap Music</p>	<p>- What makes a good musical performance and how can I use that to inspire my own singing?</p> <p>- Focused study- Class Production</p>

Enrichment

We also believe it is important to provide children with extra-curricular musical opportunities. Clubs that we run at Orchard Meadow include: choir, recorder club and rock band. Not only do these clubs give the children opportunities to develop as musicians but also progress their skills in an area that they are really passionate about.

As human beings the first sounds we respond to are musical, the sound of our mother's heartbeat and the sing song of different voices and tones. It lulls us to sleep when we are babies and helps us acquire our language as we grow. It's part of children's play and expresses our identity as we navigate our way into adulthood. Look around any crowded street, bus or train almost anywhere in the world and you see people experiencing music. As well as being a vital subject in the Orchard Meadow school curriculum, music is ultimately part of who we are and who we become.