

MUSIC









AT

HAZEL LEYS ACADEMY



theme ensemble tempo
splicing rhythm block
gamelan effects structure enunciate swing
improvise pitch motif special clef
soundmaker Folk drum editing film
machine recording

HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Teach Computing, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

OVERVIEW

At Hazel Leys Academy we follow the Charanga scheme of work for music. Each unit consists of 3 elements: listening and appraising, musical activities (games, singing, playing instruments, improvisation and composition) and performing. Children also experience live musical performances through visiting artists and ensembles as well as trips to local performance venues.

INTENT

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Are taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Hazel Leys Academy the intention is that children gain music **knowledge** and **skills** through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and **diverse** musical genres and **cultures**. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the **diverse** and **enriching** way that they may **aspire** to express in themselves through music.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical **skills**, **knowledge**, and experiences to **enrich** their well-being and involve themselves in music, in a variety of different contexts.

IMPLEMENTATION

The music curriculum ensures students sing, listen, play, perform and evaluate music.

This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical element.

IMPACT

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might aspire to improve upon.

The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer and understand how it can enrich their lives.

They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

CURRICULUM DESIGN

Charanga to ensure that all elements of the National Curriculum are covered.

Year	Key Learning Sequence	Musical Focus and Connections
EYFS	<p>Me - explore: growing, homes, colour, toys, how I look</p> <p>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> <p>Everyone - explore: family, friends, people and music from around the world</p> <p>Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Big Bear Funk - Listen and Appraise, Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments, Perform and Share</p> <p>Reflect, Rewind and Replay - Consolidation of learning and contextualising the history of music.</p>	<ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • A performance is sharing music. • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. <p>Links to communication and language, Physical and Expressive Arts and Design development</p> <p>ELG – Expressive Arts and Design, Being Imaginative and Expressive</p>
Y1	<p>Hey You! - How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p>Rhythm In The Way We Walk - The Banana Rap - How pulse, rhythm and pitch work together. Singing and rapping.</p> <p>In The Groove -Playing/singing in different styles and learning about those styles</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically.

	<p>Round And Round Latin and Mixed Styles Your Imagination - Create your own lyrics. Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music.</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Y2	<p>Hands, Feet, Heart - Music from South Africa, Freedom songs. Ho Ho Ho - Wintertime, festivals and Christmas time. Creating a performance using music and dance I Wanna Play In A Band - Rock music and movement Zootime - Song structure Friendship Song - Mixed styles Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Y3	<p>Let Your Spirit Fly - RnB. Singing in two parts Glockenspiel Stage 1 - Playing the glockenspiel. The language of music. Mixed styles. Three Little Birds - Reggae and Bob Marley The Dragon Song - Singing in two parts. Music from around the world. Bringing Us Together - Disco music Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Y4	<p>Mamma Mia - ABBA's music: Glockenspiel Stage 2 - Playing the glockenspiel. The language of music. Stop! Grime, Writing lyrics. Lean On Me - Gospel/links to Religious music: Blackbird - The Beatles and the development of pop music Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Y5	<p>Livin' On A Prayer - Rock anthems: Classroom Jazz 1 - Jazz and improvisation. Make You Feel My Love - Pop ballads Fresh Prince of Bel-Air - Old School Hip Hop Dancing In The Street - Motown: Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Y6

I'll Be There - Michael Jackson's music and his influence on Pop Music.

Classroom Jazz 2 - Jazz and improvisation.

A New Year Carol - Benjamin Britten's music.

Happy - Music that makes you happy!

You've Got A Friend - Carole King's music - her life as a composer.

Reflect, Rewind and Replay - Revision and deciding what to perform., Listen to Western Classical Music., The language of music

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

SEND – Strategies for supporting access

- Adult support
- Images to support
- Specific simple instructions
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Definitions – revisit

Enrichment

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Hazel Leys Primary Academy, the children have opportunities to experience music during educational visits and activities:

- Performing on the stage at The Core Theatre
- Pantomime Performances
- Assemblies including singing assemblies
- Peripatetic lessons through NMPAT
- Whole class music projects with specialist teachers through NMPAT
- Singing Club – performing at Young Voices, Birmingham

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Clear sequence of learning in planning
- Subject specific support for staff via scheme
- Subject Leader expertise
- Pupils' enjoyment of music

Areas to Develop

- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- Continue to develop staff confidence in teaching Music
- Continue to build up variety of musical instruments available for pupils

Monitoring

- T1 Focus – Lesson drop-ins
- T2 Focus – Connections – CTs discussions – pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Detailed support via the scheme of work and Charanga website
- Support from Music lead