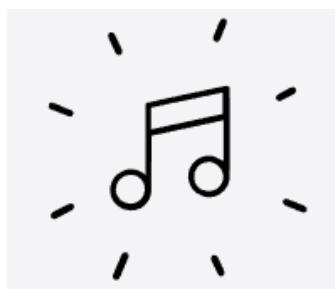




Music



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Our School Vision

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

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In our music curriculum, we ensure that children value and respect the subject and its impact on their wellbeing through an appreciation of key artists, composers and by seizing the opportunity in their young lives to develop a love of music. We provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in music.

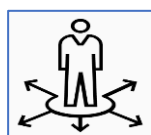
Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNowledge

Our five Crown Principles drive our Music curriculum.

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Rationale for our Music Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that being a musician can bring*: to listen, appraise, perform and evaluate whilst acquiring the key skills needed for any budding young musician

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in music*. A selection of *carefully chosen musical influences* are embedded within our music curriculum to *promote resilience*. Children are encouraged to be resilient when embarking on their musical journeys in becoming the budding young performers that we believe our children should have the opportunity to be.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. *Through careful planning, we have chosen key musical concepts so children aspire to be like the influential musicians who have impacted the world. We provide tangible role models to raise our pupils' aspirations to inspire them to work even harder to be the best that they can be.* We want our pupils to have a clear understanding of the link between achieving well and having musical aspirations for the future.

Wellbeing

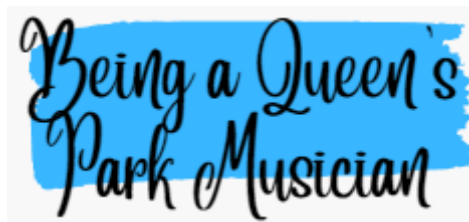
At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy,

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healthy individuals. In music, we ensure our children can share in the early aspirations that have made our musicians of yesterday and can show an appreciation for the contributions that music has provided us with and its impact on their young lives. With 'wellbeing' as a curriculum driver, we give children the confidence to musically thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge and skills acquired in music is crafted by our curriculum leader and music subject leader to ensure that all pupils achieve secure key skills and knowledge in music. All our teachers teach with the aim to ensure pupils have the sufficient skills and knowledge to progress through primary school and beyond.



Being a musician means that all the key elements of music complement each other harmoniously. Through our listen, appraise and perform approach, our children begin to understand that 'we are all musicians'.

The children learn to appreciate many different genres of music and their composers associated from the Baroque period up to the present day, forming an integral part of our listen and appraise element to our curriculum.

We also want a Queen's Park pupil leaving our school having been given the opportunity to learn a new instrument from all four musical families; percussion, strings, woodwind and brass creating the new and budding musicians of tomorrow having been inspired by those

of the past. Some of our pupils are also afforded the opportunity to take up keys as part of our Rocksteady enhancement.

Intent

Music Long Term Plan

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum <i>Challenge Resilience Opportunities Wellbeing Knowledge</i>				
Year Group	Musical Journey	Autumn One	Spring	Summer
EYFS (in no particular order)	Hearing and Listening Understanding emotions and music Simple appraisal of music Mark making to musical sounds Describe sounds (soft/fast)	Vocalising and Singing Pitch awareness (high/low) Song stories/rhymes Learning through repetition Distinguish singing voice from speaking voice Copying vocal sounds	Moving and Dancing Clap/tap a pulse Imitates actions Move in response to music Participating in a group Respond to different genres Moving whilst playing	Exploring and Playing Musical sounds (making shakers) Matching pictures and visuals to improvise Can be lead by a 'conductor' Add sound effects to stories Show control (instrument and beater) Understand loud/quiet and fast/slow when playing
Year 1	Contemporary (1960s-Present) Beatles - Yellow Submarine Ed Sheeran - Thinking out Loud Approx. 2 hours	Autumn tbc Hey You! (Hip Hop) Listen and Appraise Perform Approx. 2 hours	Spring 1 In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) Listen and Appraise Improvise and Compose Perform Approx. 4 hours	Summer 2 Your Imagination (Pop) Listen and Appraise Improvise and Compose Perform Approx. 4 hours
Year 2	Year Two Mid-20 th Century (1940-1960)	Autumn tbc (link with anti-bullying) Friendship Song (Pop) Listen and Appraise Perform	Spring 2 - links to Geog Hands, Feet, Heart! (South African Music) Listen and Appraise	Summer 1 - links to Science Zoo Time Listen and Appraise Improvise and Compose - Glockenspiel (notes D, C)

Music is taught three times throughout the year

Progression in Music

Progression documents

Our progression documents have been created by the Curriculum Leader and Music Subject Leader to ensure clear progress in the *three areas of music we focus on at Queen's Park: listen and appraise, improvise and compose and perform.*

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.



Progression of knowledge, vocabulary, skills and suggested assessment outcomes



EYFS	Listen and appraise	Improvise and Compose	Perform
	Clap/tap a pulse when listening to a piece of music Respond to music from different genres	Add sound effects to stories Can improvise with 'hitters' and 'shakers'	Imitate the action of a musician Move/clap/tap to a song or instrument Plays an instrument with control in relation to dynamics and tempo Repeat songs and rhymes through repetition Control voice and volume when singing
KSI National Curriculum	Listen and appraise Listen with concentration and understanding to a range of high-quality live and recorded music	Improvise and compose Experiment with, create, select and combine sounds using inter-related dimensions of music	Perform Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically
Year 1 Knowledge	Listen and appraise The pulse of a piece of music is a steady beat like a heartbeat throughout a piece of music. Rhythm is the sequence of shorter and longer sounds that can fit to a steady beat The dynamics in a piece of music relates to how loud or quiet the music is. Vocals are sounds made by the voice (male vocals are by a man and female vocals by a woman). Musical instruments are objects which produce sounds.	Improvise and Compose Improvisation is about making up your own tunes on the spot Improvisation does not have to be written down. Composing is like writing a story with music. Making up your own piece of music is called a composition. People who write music are called composers.	Perform A performance is sharing music with other people, called an audience. An audience are people who watch a performance.

Vocabulary

Vocabulary is V.I.T.A.L in Music

Valued

We value vocabulary in music and in everything we do.

Identified

Musical vocabulary is identified by the music subject leader and is explicitly planned for.

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Taught

Vocabulary is explicitly taught in every lesson. Our Musical Journeys are used as a teaching tool for *key music vocabulary* and the *music medium term plans* include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their listening and appraising, performance and evaluating *outcomes in music*.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, *children revisit and relearn key musical vocabulary*.

Early Years Foundation Stage

Through an 'explosion of experiences', *our youngest musicians* are exposed to the foundations of their *musical learning*. Carefully planned *musical knowledge, skills and experiences* are provided for our children. High quality books, stories and rhymes are the *beating heart of our music curriculum* in EYFS. *Musical vocabulary is planned for*. Staff are *role models* in demonstrating *musical vocabulary* and this is further enhanced in our excellent provision. The *foundations of music learning* in EYFS is linked to Year 1 and beyond. Children are exposed to classical music and study a composer linked to their topic.

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They show an appreciation for different styles of music and can link music to how they are feeling. They experience the very essence of performance through daily singing and a nativity performance at Christmas time.

Year 1 to Year 6

Year on year, children will build upon their *musical knowledge, skills and vocabulary*. The curriculum leader and music subject leader have created a meaningful, sequential learning journey through *music*. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.

As well as having a robust and ambitious curriculum, our children are afforded the opportunity to experience all musical families, brass, woodwind, percussion and strings. Our children enjoy a full year's tuition in year 4 in either brass or woodwind in which they can carry with them into year 5 in order to refine their musical prowess. Expert musicians introduce our children to a glockenspiel in year 3 and develop their skills in notation right through to year 6 where our oldest children experience strings (ukulele). Entwined with our music tuition, our children enjoy an array of musical experiences.

In 2023, our children returned to Young Voices, (the largest school choir in the world) Additionally, here at Queen's Park, we are the only school to boast our very own orchestra which was established in 2021 and have already performed live on several occasions with more to come. Other highlights to date include working with renowned composer, Bill Connor to create an original song as part of the St. Helens Borough of Culture celebrations. New for 2023, our children now get the opportunity to become part

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of their very own rock band with our Rocksteady enhancement which is offered to all ages and abilities at an additional cost. Currently on roll, we have 28 children. Other enhancements include our 'Pop Shop' - a singing club run by Mr Houltram all-year long for children from year 3 to year 6.



Implementation

Pedagogy



Both our staff and children are enthusiastic about *music*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the music they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

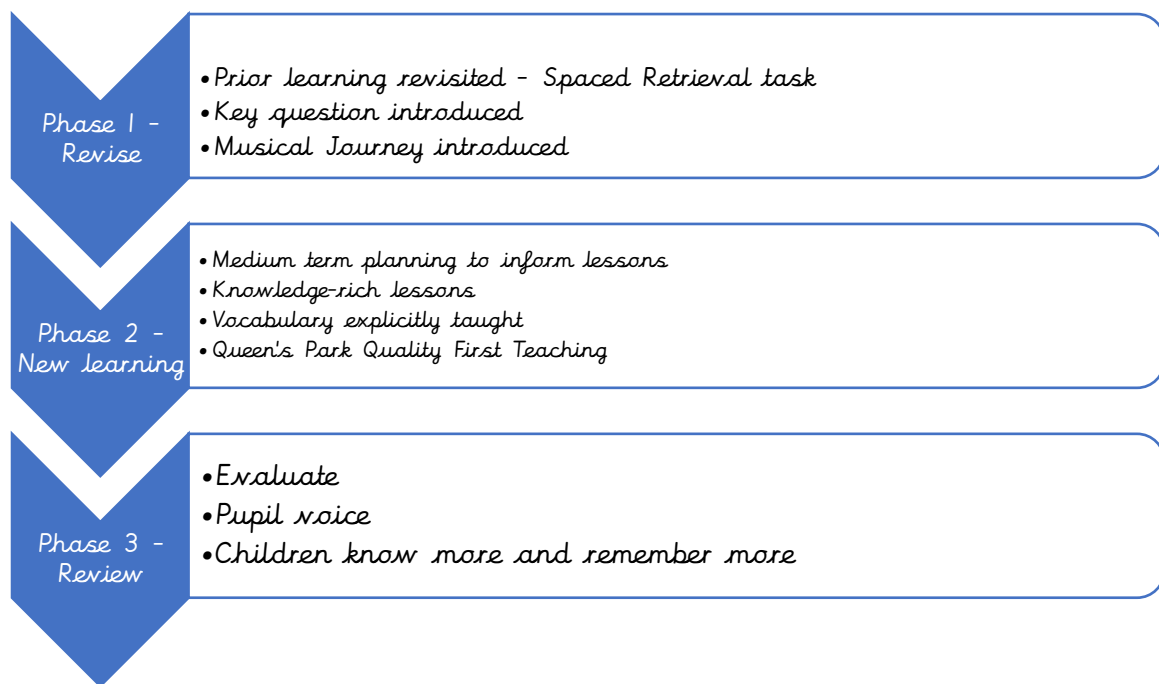
Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

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We firmly believe that all children should have full access, including those with additional needs, to our music curriculum therefore focused scaffolding is in place where appropriate.

Lesson Structure

The sequence of lessons across *music* follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Phase 1 - Revise	<ul style="list-style-type: none"> • Spaced Retrieval Lesson Starter - key knowledge revision • Reference to key question • Vocabulary (some will be tier 3 - subject specific words) • Musical Journey
Phase 2 - New Learning	<ul style="list-style-type: none"> • Queen's Park Quality First Teaching • New knowledge taught • New skills taught
Phase 3 - Review	<ul style="list-style-type: none"> • Revise and review - knowledge and vocabulary • Formative assessment • Recorded performances

Musical Journeys

Our Musical Journeys support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

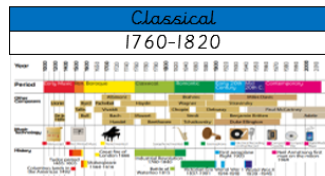


My Year 5 Musical Journey

Name: _____

Year: _____

Teacher: _____



Key Knowledge:

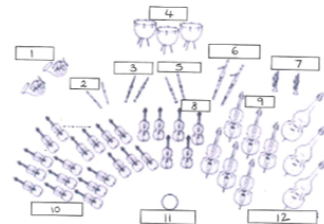
- Classical music is distinct from Jazz, Pop or Folk music.
- The Classical era specifically relates to period when composers were using full symphonies, composing comic operas and developing piano sonatas.
- Orchestras changed dramatically. Wind and brass instruments joined with string instruments to make a fuller sound.
- The piano was introduced in this era.

Odd One Out

Which do you think is the odd one out and why?



Name the Instrument in the Classical Orchestra



1	
2	
3	
4	
5	
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9	
10	
11	
12	

Impact

We understand that we may not see the true impact of our *music* curriculum on our children as our *music curriculum* is just the beginning of a lifetime of learning.

Our well-constructed and well-taught *music curriculum* leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of Queen's Park *music* curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's learning journeys and record of experiences
- Seeking views of staff and parents where appropriate
- A wider experience of music and performance beyond the classroom