



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

MUSIC CURRICULUM OVERVIEW

2023/24

SUBJECT LEADER: MRS BAPTIE



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INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



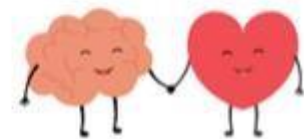
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

In Barrow URC Primary, we celebrate our love of Music. Music is recognised as a highly valued and exciting part of the curriculum. We realise the positive impact music has on our pupils' emotional health and well-being, self-confidence, creativity and sense of achievement. By providing our pupils with a diverse range of opportunities, we aim to engage and inspire everyone to develop a real appreciation of music and engage their talent as musicians.

While Christian themed music is an important part of our Barrow URC curriculum, as our pupils progress through school, they develop a critical engagement with a wide range of music, allowing them to listen, evaluate and compose across historical periods, styles, traditions, and musical genres.

We are committed to ensuring children understand the value and importance of music, both, in school and the wider community by offering opportunities to use their musical skills, knowledge, and experiences in a variety of different contexts.

IMPLEMENTATION

At Barrow URC Primary School, we believe that for children to develop a real enjoyment for music, it is important that they are taking part in practical sessions, where they are given the opportunity to explore and develop their own musical style, through signing, listening, composing and performing.

At Barrow URC Primary School, EYFS imbed Music throughout the curriculum through learning how to use percussion instruments to singing a variety of songs. Music in Year 1 to 6 is taught by Junior Jam, a specialist education supplier that is dedicated to providing high-quality teaching for schools. Junior Jam provides weekly music sessions that are enjoyable, dynamic and progressive.

Our music curriculum is designed to meet the key skills, knowledge and understanding required by the National Curriculum, which is then planned to ensure that the skills are taught sequentially across the key stages and that new skills build on and develop the skills taught in previous year groups.

Alongside the teaching of music in school, we also provide extra-curricular opportunities for children to further develop their love and enjoyment of music and performance. Weekly rhyme time sessions are held for children in EYFS. All children at Barrow are regularly given the opportunity to experience music at the theatre, which has recently included; Lion King – The Musical and Shrek – The Musical.

We have a school choir, which is open to all children from Year 1 to 6 and children also take part in a weekly whole-school singing worship. The choir also take part in larger events including: Let's Go Sing hosted at Blackburn Rover Football Club.

Specialist music teachers offer individual instrumental to children in KS1 and KS2 using the company Create Music. We also offer Rock band session provided by School of Rock, where the children learn to play and perform their musical composition termly for the whole school including parents.

Music has a rare and unique ability to bring people together and music making can make a whole class, school and community feel connected to others and part of something bigger, this is reflected in the vast range of worship songs that we teach our children.

At Barrow URC Primary School, we are committed to ensuring that our music curriculum, provided by Junior Jam, takes into consideration the needs of all pupils in a classroom setting, therefore ensuring that music is accessible to all, in an inclusive learning environment. Assessment of music is recorded on a weekly basis by Junior Jam staff, whether the overall learning objective for each session was achieved or not.

IMPACT

We will assess the impact of the curriculum by:

The impact of providing a specialist musical programme for our children at Barrow URC School, through the EYFS, Junior Jam, Create Music, School of Rock and the Music Service has had a profound impact on the children at our school. It is clear that children across all year groups are talking about music in school and most importantly, enjoy taking part in music lessons and extra-curricular music activities.

Through our weekly newsletter, our school website and Facebook, parents are being updated regularly with what is being taught in music each term and parents have opportunities throughout the year to come and watch their child perform music in school, through school choir performances, annual productions and Rock band performances.

Staff in school feel comfortable knowing that specialist music teachers are delivering an exciting and enjoyable music curriculum to classes and through the use of assessment, it is clear that children are making good progress in music across school. At Barrow, we provide a balanced and enjoyable music curriculum to our children and this has a positive impact on the teaching and learning of music to ensure all children can be the best they can be!



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WHOLE SCHOOL PROGRAMME OF STUDY:

MUSIC

MUSIC – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

MUSIC – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>Steel Pans Lite – L1</p> <p>To have gained a greater understanding of the steel pan instrument. To know its background and the culture surrounding it. Students will also be able to perform a number of different skills on the instrument and play a number of songs.</p>	<p>Boom Whackers Lite – L1</p> <p>To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.</p>	<p>Ukuleles Lite – L1</p> <p>By the end of the course pupils will be confidently recognise a crotchet, play different rhythms and pitches on the Ukulele, with some complex techniques such as chords. Pupils will then be asked to perform a selection of nursery rhymes and popular songs as an ensemble or as</p>	<p>Music Theory Lite with keyboards L1</p> <p>To be able to recognise a crotchet, minim and semibreve and give the notational value. To understand different musical symbols and be able to draw them correctly and to understand more about world music and the instruments used.</p>	<p>Singing Lite – L1</p> <p>Pupils will know about the importance of, able to warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and response.</p>	<p>Song writing with Glockenspiels Lite – L1</p> <p>Pupils will focus on the fundamentals of songwriting. They will know what a target market is and why selecting a theme that suits the target market is important. Pupils will know what plagiarism is, and that writing a song to a melody they already know can make the process easier.</p>
YEAR 2	Steel Pans Lite – L1	Boom Whackers – Lite	Ukuleles Lite – L2		Singing Lite – L2	Song writing with Glockenspiels Lite – L2

	To have gained a greater understanding of the steel pan instrument. To know its background and the culture surrounding it. Students will also be able to perform a number of different skills on the instrument and play a number of songs.	L1 To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.	To be able to confidently play different rhythms and pitches on the Ukulele, with some moving onto more complex techniques such as chords. Pupils will then be asked to perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.	Music Theory Lite with keyboards L2 To expand their understanding of instrumentation within specific genres. To develop their keyboard skills and creativity through keyboard improvisation and rhythm tasks. To create and write lyrics focusing on rhymes.	Pupils will know about the importance of, and how to, warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and	Pupils will focus on storytelling and writing rhymes to then write a song. Pupils will develop their English writing and speaking skills to create an original piece of work.
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					using call and response.	
YEAR 3	Steel Pans – L1 To have mastered different playing techniques for the read the notated steel pan and music and write and percussion record compositions. Instruments. To have Groups will be given developed a good the opportunity to understanding of the instrument and the associated cultures and genres. Students will also be able to perform a number of different skills on the steel pan and the accompanying percussion instruments.	Boom Whackers – L1 To use their music theory knowledge to play multiple Boom whackers at the same time, allowing students to construct chords and improve harmony.	Ukuleles – L1 To confidently play songs on the Ukulele using a mixture of single string melodies and strumming. Pupils will know how to construct a chord and will be able to incorporate at least one into their playing, as well as read and play the tablature of famous pieces of music.	Music Theory Lite with keyboards L1 Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.	Singing – L1 Pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.	Song writing with Glockenspiels – L1 Pupils will learn the fundamentals of songwriting. They will learn different ways to score their music, as well as different vocal techniques to make their song interesting for the listener. Pupils will learn about creating their song for a specific target market and to a theme, and how lyrics need to fit the choices they have made.
YEAR 4	Steel Pans – L1	Boom Whackers – L1	Ukuleles – L1	Music Theory Lite with keyboards L2	Singing – L2	Song writing with

	<p>To have mastered different playing techniques for the steel pan and percussion instruments. To have developed a good understanding of the instrument and the associated cultures and genres. Students will also be able to perform a number of different skills on the steel pan and the accompanying percussion instruments.</p>	<p>To use their music theory knowledge to read the notated music and write and record compositions. Groups will be given the opportunity to play multiple Boom whackers at the same time, allowing students to construct chords and improve harmony.</p>	<p>To confidently play songs on the Ukulele using a mixture of single string melodies and strumming. Pupils will know how to construct a chord and will be able to incorporate at least one into their playing, as well as read and play the tablature of famous pieces of music.</p>	<p>Pupils will learn the basics of music theory in order to create effective improvisations and compositions. Pupils will understand more complex rhythmic notation. Pupils will be able to visually identify the notes C, D, E, F and G on the treble clef stave. Pupils will start following stave notation to play simple melodies.</p>	<p>Pupils will know how to sing in rounds and create very simple harmonies. Pupils will understand the role a conductor plays and why they are needed. Pupils will also know their own vocal range classification and be able to sing their range from Fry to the top.</p>	<p>Glockenspiels – L2</p> <p>To improve pupils' songwriting ability. Pupils will be introduced to a variety of songwriting techniques specific to film composition.</p>
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YEAR 5	<p>Steel Pans – L1</p> <p>To have mastered different playing techniques for the steel pan and percussion instruments. To have developed a good understanding of the instrument and the associated cultures and genres. Students will also be able to perform a number of different skills on the steel pan and the accompanying percussion instruments.</p>	<p>Boom Whackers – L1</p> <p>To use their music theory knowledge to read the notated music and write and record compositions. Groups will be given the opportunity to play multiple Boom whackers at the same time, allowing students to construct chords and improve harmony.</p>	<p>Ukuleles – L1</p> <p>To confidently play songs on the Ukulele using a mixture of single string melodies and strumming. Pupils will know how to construct a chord and will be able to incorporate at least one into their playing, as well as read and play the tablature of famous pieces of music.</p>	<p>Music Theory with keyboards – L3</p> <p>Pupils will be able to read stave notation on the treble stave from middle C – C. Pupils will put this into practice through learning musical phrases and songs using keyboards. Pupils will become well-rounded musicians through developing their aural skills and improvisational skills. Pupils will understand how to perform as an ensemble and will develop their understanding of the traditional orchestra.</p>	<p>Singing – L3</p> <p>Pupils will understand how to better use their own voices through the understanding and application of anatomical factors. Pupils will experience the joys of singing in 3-part harmony with others and understand how harmonies are created and the health benefits of singing with others. Pupils will know how to use dynamics in</p>	<p>Song writing with Glockenspiels – L3</p> <p>The pupils will improve their Songwriting ability. The pupils will be introduced to rhyming schemes and less common song structures in order to write a song for a piece of film.</p>
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					order to add tension and interest to their singing.	
YEAR 6	<p>Steel Pans – L1</p> <p>To have mastered different playing techniques for the steel pan and percussion instruments. To have developed a good understanding of the instrument and the associated cultures and genres. Students will also be able to perform a number of different skills on the steel pan and the accompanying percussion instruments.</p>	<p>Boom Whackers – L1</p> <p>To use their music theory knowledge to read the notated music and write and record compositions. Groups will be given the opportunity to play multiple Boom whackers at the same time, allowing students to construct chords and improve harmony.</p>	<p>Ukuleles – L1</p> <p>To confidently play songs on the Ukulele using a mixture of single string melodies and strumming. Pupils will know how to construct a chord and will be able to incorporate at least one into their playing, as well as read and play the tablature of famous pieces of music.</p>	<p>Music Theory Lite with keyboards – L4</p> <p>Pupils will further understand how music can be notated to represent pitch and rhythm. Pupils will understand how to read more complex rhythmic ideas and will be able to play music from stave notation within a range of C – C with confidence. Pupils will know the key features of both classical and jazz genres and understand how</p>	<p>Singing – L4</p> <p>Pupils will know all the different sections that make up a choir and be able to identify them by listening. Pupils will be confident when singing rounds as a group and be able to sing simple harmony. Pupils will know what stage etiquette is and be able to list ways in which we should and shouldn't perform on stage.</p>	<p>Song writing with Glockenspiels – L4</p> <p>By the end of the course pupils will know more about what happens when a song is finished. Throughout Levels 1-3 they have learnt about different techniques to write their music. Now they will know about distribution, ways of listening to music, older technology to listen to music and</p>



MUSIC IN EYFS

In the Early Years Foundation Stage (EYFS) at Barrow URC Primary School, music education is designed to foster children's creativity, expression, and overall development. The EYFS framework is built upon seven key areas of learning, each with specific Early Learning Goals (ELGs). Music education is integrated into these areas to provide a holistic approach to learning. Here's an explanation of how music is taught at Barrow URC Primary School within the context of the EYFS framework and its ELGs:

Communication and Language:

Music plays a significant role in developing communication skills. Children engage in activities that encourage them to listen, interpret, and respond to various musical elements such as rhythm, melody, and dynamics. Through singing, listening to stories with musical accompaniments, and participating in group musicmaking, children enhance their vocabulary, listening skills, and ability to express themselves.

Physical Development:

Movement and rhythm are central to music education in the EYFS. Children explore how their bodies can respond to different musical beats and melodies. Dancing, clapping, and playing simple percussion instruments help develop their coordination, fine and gross motor skills, as well as spatial awareness.

Personal, Social, and Emotional Development:

Music fosters a sense of belonging and self-confidence. Collaborative music-making activities such as singing together in a group or creating simple rhythms as a team encourage children to interact, share, and take turns. Expressing emotions through music, whether through creating a happy tune or a sad melody, aids in emotional development.

Literacy:

Music is intertwined with language and literacy development. Songs, chants, and rhymes are used to enhance phonological awareness, which is crucial for early reading and writing skills. Children also learn about storytelling through music, identifying narrative elements and understanding the emotions conveyed through melodies.

Mathematics:

Basic mathematical concepts are introduced through music. Children explore patterns in rhythm, beats, and sequences, enhancing their understanding of mathematical relationships. Simple counting songs and musical games involving patterns support their numeracy skills.

Understanding the World:

Music education introduces children to diverse musical styles, instruments, and cultural traditions from around the world. This exposure promotes cultural awareness, curiosity, and an understanding of different ways of life. They might explore the sounds of various instruments, learn about different genres, and even create music inspired by different cultures.

Expressive Arts and Design:

This area is the heart of music education in the EYFS. Children engage in creative activities such as singing, playing instruments, and improvising, allowing them to express themselves artistically. They experiment with different sounds, melodies, and rhythms, fostering their creativity and imagination.

In summary, at Barrow URC Primary School, music education in the EYFS aligns with the Early Learning Goals by integrating music into various aspects of children's development. Through active engagement with music, children develop communication skills, physical coordination, emotional expression, literacy and numeracy skills, cultural awareness, and creative thinking. The holistic approach to music education in the EYFS supports children in becoming well-rounded individuals with a strong foundation for future learning.

MUSIC AND SEND PROVISION

The Music curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Music will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

MUSIC AND IDENTIFYING THE MORE ABLE LEARNER

At Barrow, we recognise that some instrumental skills require early development so identifying ability at an early stage can help to realise potential. Pupils more often show their musical ability through the quality of their response than the complexity of their response. Although this is very difficult to define, the closest we can get is to say that it 'sounds right': skills and techniques are used to communicate an intended mood or effect.

In Music, we use the following criteria to identify the characteristic of the More Able Learner. Pupils who are the most able in music are likely to:

- Be fascinated by, or passionate about Music, enjoying learning new knowledge and wanting to be a successful learner,
- Achieve, or show potential in a wide range of contexts across Music,
- Communicate their thoughts and ideas well in Music,
- Be captivated by sound and engage fully with music,
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence,
- Sing and play music with a natural awareness of the musical phrase – the music makes sense.



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KNOWLEDGE AND SKILLS PROGRESSION

MUSIC

Performing	Listening	Creating
<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> ▪ Experiment with & create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Make improvements to their own work.

Using Technology Appropriately

Using Technology Appropriately

1

Using Technology Appropriately



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KNOWLEDGE ORGANISERS EXAMPLES

MUSIC

Boomwhackers: Lite Level 1

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils know how to make a sound with a Boomwhacker.
2. Pupils can play simple rhythms in unison with the class.
3. Pupils can play a C scale using solfège.
4. Pupils can hear the different pitches of each colour Boomwhacker.
5. Pupils can play a beginner song by reading a colour chart.
6. Pupils can play a song from start to finish in small groups.
7. Pupils can adjust their grip accordingly to produce a clear tone.
8. Pupils can play two Boomwhackers at the same time while producing a clear tone in both.
9. Pupils can identify whether a pitch is higher or lower than another.
10. Pupils can understand octaves and can use the octavators.

Learning Outcomes

Course Overview: This course is about learning a new instrument in a fun, creative and inventive way. Boomwhackers are a new instrument that allows the children to play in group ensembles, recreating songs or composing their own tunes. Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be. Every song is taught using colour-coordinated notes, allowing children who struggle to read from a staff to still participate easily.

Learning Outcomes: To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

Keywords

Boomwhackers

Playing Techniques

Hit against your body, or against the table.



The roll - Using just one or two boomwhackers



Octavator

Creates a larger range



Chords and chord sequences

Playing three note chords and songs with simple melodies and chord sequences.



Vocabulary Bank

Boomwhacker *A plastic tube that plays a note when hit.*

Octavator *A black cap, which when placed on the end of a boomwhacker, lowers the pitch by an octave.*

Pitch *How high or low a note is.*

Melody *A sequence of notes that makes a tune.*

Chords *Two or more notes played together at the same time.*

Solfège *A musical scale we sing to Do, Ray, Me, Far, So, La, Te, Do.*

Class Songs

Ebeneezer Sneezer	Star Wars Theme	
Jacques	Rollin' in the deep	
Birthday Rock	How far will I go	
Sunny	Ghostbusters	
Tetris Theme	Lady Bird	
	Oh Suzanna	
	Paris - Do-Re-Mi	

African Drumming: KS2

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can play and demonstrate a Bass, Tone and Slap hit.
2. Pupils can play basic rhythms to a steady pulse.
3. Pupils can copy and repeat complex rhythms while following a conductor.
4. Pupils can combine different hits to improvise a solo.
5. Pupils can lead and perform in small groups.
6. Pupils know the difference between Ghanaian and Malian culture and their own.
7. Pupils can compose and lead their own rhythms in small groups.
8. Pupils can create simple polyrhythms.
9. Pupils can improvise complex solos using the three main Djembe hits.
10. Pupils can play using various dynamics, complex rhythmic patterns, while leading the class.

Course Overview

Course Overview: Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. Participants will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. KS2 sessions will also concentrate on performance techniques that will enhance their playing as well as building stamina and confidence.

Learning Outcome for the Course: Three standard playing techniques are introduced through playing 'Call and Response' rhythms with the workshop leader, who increases the difficulty as the class progresses. Groups will focus on advanced performance elements that will enhance their playing, such as dynamics and tempo and put these into practice to perform complex polyrhythms. Performers' dexterity and playing stamina will also improve through regular solo performances.

Drum Hits



Notes



Vocabulary Bank

Djembe

The goblet shaped drums that we are playing.

Conductor

The person who instructs the musicians and keeps everyone in time.

Beat

The steady pulse of the music.

Tempo

The speed of the music.

Dynamics

The volume of the music.

Rhythm

Rhythms are patterns of long and short notes.

Swahili

A language spoken by lots of people in Africa.

Call and Response

When musicians respond to another musical phrase.

Polyrhythms

Multiple, different rhythms being played at the same time.

