

'Music is a universal language that embodies one of the highest forms of creativity' (National Curriculum, 2014).

INTENT

Through the study of music, pupils will become engaged and encouraged to develop a love of music, therefore developing creative individuals who can express themselves in ways that are not restrictive. At Thorplands we hope to expose children to musical experiences that ignite a passion for music. We hope to develop their self-confidence and expose them to a diverse range of musical experiences. It is our intent to make music an engaging and inspiring experience which widens their understanding of the world and develops their musical skills, preparing them for secondary school and beyond. To achieve this, children will listen and respond to diverse musical styles, discover their voices as singers and have the confidence to be performers. At Thorplands, we use the Charanga scheme to structure and support the teaching of music. We have a specialist music teacher to support the delivery of music across the school. Children then perform what they have learned at end of term performances.

Implementation

Music is mapped in accordance with the Primary National Curriculum requirements to ensure appropriate coverage of study. Music is taught with the following threshold concepts threaded through our curriculum. They build progressively to deepen knowledge, understanding and build schemas.

Perform

Understanding that music is created to be performed.

Compose

Appreciating that music is created through a process using different techniques.

Transcribe

Understanding that compositions need to be understood by others and the ways of communicating them.

Describe

Appreciating effectiveness of music and the musical elements.

In key stage one, children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. They will listen with concentration and understanding to a range of high quality live and recorded music. They will experiment with, create, select, and combine sounds using the inter-related dimensions of music.

In key stage two, Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. They will listen with attention to detail and recall sounds with increasing aural memory and use and understand staff and other musical notations. They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

Early Years

Our Art and Design Curriculum begins in the Early Years, particularly within their learning of Expressive Arts and Design. Children will begin their Art and Design journey in our Early Years by:

- Use a range of small tools, including scissors, paintbrushes and cutlery.

- Safely explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.
- Share their creations, explaining the process they have used.
- Hold a pencil effectively in preparation for fluent writing.
- Begin to show accuracy and care when drawing.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, • paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Mot or Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function. • Share their creations, explaining the process they have used.
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Building on from the Early Years

Music in the Early Years: The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design
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Music			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs.

			<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Long Term Map

Music will be taught in all year groups throughout the year.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre School & Reception	Me Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks Name Song and Things For Fingers	My Stories I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult and The ABC Song	Everyone Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle If You're Happy And You Know It and Head, Shoulders, Knees And Toes	Our World Old Macdonald, <u>Incy Wincy</u> Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels <u>On</u> The Bus and The <u>Hokey Cokey</u>	Big Bear Funk Big Bear Funk	Reflect, Rewind and Replay Big Bear Funk, Baa Baa Black Sheep, Twinkle <u>Twinkle, Incy Wincy</u> Spider, Rock-a-bye Baby and Row, Row, Row Your Boat
Year 1	Hey You Old School Hip-Hop	Rhythm in the Way We Walk and the Banana Rap Reggae	In the Groove Blues, Baroque, Latin, Bhangra, Folk and Funk	Round and Round Bossa Nova	Your Imagination Pop	Reflect, Rewind and Replay Classical
Year 2	Hands, Feet, Heart Afropop, South African	Ho, Ho, Ho Rapping and Christmas	I Want to Play in a Band Rock	Zoo time Reggae	Friendship Song Pop	Reflect, Rewind and Replay Classical
Year 3	Let Your Spirit Fly RnB	Glockenspiel Stage 1 Mixed Styles	Three Little Birds Reggae	The Dragon Song Pop Song	Bringing Us Together Disco	Reflect, Rewind and Replay Classical
Year 4	Mamma Mia Pop	Glockenspiel Stage 2 Mixed Styles	Stop! Grime	Lean On Me Gospel	Blackbird The Beatles/Pop	Reflect, Rewind and Replay Classical
Year 5	Living On a Prayer Rock	Classroom Jazz 1 Bossa Nova and Swing	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel-Air Old School Hip Hop	Dancing in the Streets Motown	Reflect, Rewind and Replay Classical
Year 6	Happy Pop/Neo Soul	Classroom Jazz 2 Bacharach and Blues	A new Year Carol Classical and Urban Gospel	You've Got A Friend 70s Ballad/Pop	Music and Me Create own music inspired by women and your own identity	Classical The history of music

Enrichment of Art

NPAT has a unique and enduring partnership with the National Gallery and participates in the annual 'Take One Picture' project. This is a national project focussing on one painting from the National Gallery and is open to all schools. Through our partnership, all Year 4 teachers have training with artists and curators from the National Gallery about the history of the featured painting and artist and techniques that could be used to engage and inspire the children. All children will have the opportunity to visit the National Gallery in Year 4 to further enhance their knowledge and understanding of the work of artists at first hand.

During their time in school, the children across the other year groups, will also explore prominent artworks and artists within the National Gallery collection. To deepen their understanding, they will compare, and contrast artworks created at different times and in different cultures, using different techniques and influences.

The children's work, in response to the 'TOP' project, is exhibited alongside other NPAT schools, which is open to schools, parents and pupils to view. The work is then reviewed by the National Gallery in the prospect that it may be chosen for their School's Exhibition.

For further information about our art curriculum, please refer to the NPAT Aims and Principles documents and the Art Narrative.

IMPACT

The impact for learners at Thorplands will be a well-planned and sequenced curriculum that is achievable in the time available. Children will build confidence through performing in front of each other, in whole-school assemblies and to wider audiences. They will play and perform in solo and in groups using their voices and playing instruments with increasing precision, control, and expression.

Children will become confident singers and have appreciation for music from a wide range of cultures. They will become confident in composing and use some of their own ideas influenced by the musical experiences they have.

Children will show how they work collaboratively to compose, transcribe, and perform their musical pieces and gain high quality knowledge in a range of musical genres that are taught in a sequence appropriate to their age.