



Music Curriculum Intent statement

"Music is the art of thinking with sounds."

Jules Combarieu

What is the intention of our Music curriculum?

What are our aims?

At Whybridge Junior School, we follow the National Curriculum in England for music. We aim to develop our pupils into confident performers with an understanding of the world around them, whilst exposing the children to a wide range of music through a variety of means. Through practical, hands on experience, we give the children the opportunity to channel their creativity, using their knowledge of the world's greatest musicians as a source of inspiration. We ensure that pupils understand how music is produced and communicated and become familiar with and can use in context some technical vocabulary. At Whybridge we strive to equip pupils with the necessary skill set to become reflective learners and thus encourage pupils to review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

What is our rationale?

Our rationale for teaching music at Whybridge Junior School is that music is a universal language that embodies some of the highest forms of human creativity. We believe that music should engage, inspire and challenge pupils. Through the teaching of music, we can equip our pupils with the knowledge and skills to compose, and to critically listen to wide range of music. In hand with our broad curriculum at Whybridge, we think that music allows pupils to think critically and develop an understanding of how music both reflects and shapes our history, contributing to the culture, creativity and wealth of our nation. We believe that a broad and balanced music education is the entitlement of all children, regardless of ethnic origin, gender, class or ability. The sequence of units are taught in the order chosen to allow the best progression possible for children, giving them the ability to build up their own skill set and continually build upon their own self-confidence.

What are the attitudes we want to foster?

- To develop creative thinkers with positive attitudes to music that will start from the time they join the school and will follow into secondary education and beyond.
- To build upon children's creativity, facilitating them with a skill set that they build upon year by year.
- To make a positive contribution to the school by showcasing their talents to the wider community through various performances.
- To be able to express themselves and regulate their emotional health and wellbeing through building upon their self-confidence.
- To develop the children in to reflective learners, with the ability to critique and improve their own work.

How will we implement our Music curriculum?

At Whybridge Junior School, children are taught to sing and play musically with increasing confidence and control, whilst developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Music is taught for fortnightly, following the

KS2 National Curriculum. The skills that the pupils are required in order to achieve these aims are revisited and developed throughout their time at school. The music units take inspiration both from the great musicians and composers and a wide range of musical genres. For example, in Year 3 look at reggae, pop R&B and disco music, both having the opportunity to play and perform pieces from these genres and appreciate the history behind the said genres. These genres will then be revisited throughout their time in KS2 through different means as well as the addition of further genres. This model allows pupils to build upon their prior skills set and increases their enthusiasm for the topics. In addition, we hold a weekly music assembly whereby we explore and discuss great composers, study the history of music and discuss the inter-related dimensions of music, whilst practising singing.

During lower key stage 2, pupils develop their ability to read musical notation and are introduced to glockenspiels. They explore using their voice as an instrument and are given the chance to perform in groups or solo. During upper key stage 2, pupils build upon the skills gained in Lower Key Stage 2 and focus upon the performance element of music.

To enrich our work in class, all children are given the chance to perform as part of class assemblies and school productions. There is also the opportunity for children to further their instrumental skills through music lessons and the chance for the children to participate in the school choir whereby they can be a part of the Young Voices concert at Wembley Arena, perform in Queen’s Theatre and raise money through charity performances throughout the year. We also take the time to nourish the children’s emotional wellbeing through music by exploring key themes such as friendship, cooperation and our school’s key personal quality through the means of music. Throughout their time at Whybridge Junior School we are also keen to expose the children to a range of performances and have had visits from live orchestras and have arranged for the children to take part in music workshops that connect computing, science and music, letting the children experiment with a range of high-tech software, used in the real world of music production.

Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and rests	N/A	N/A	C, D	C, D	N/A	C,D,E,F	C,D,E,F	N/A
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minims rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition						Singing, rapping and lyric composition			Singing, rapping and lyric composition			
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

How will we judge the impact of our Music curriculum?

Our Music Curriculum is clearly designed with subject plans that contain clearly defined and ambitious aims for pupils with a clear map of progression. Assessment of music aims to evaluate progress and attainment in the mastery of music techniques and the children’s understanding of great musicians and composers. The children’s work in music is not only evident during their lessons, but children are given the opportunity to showcase their skills during performances throughout the year, specialist workshops and weekly assemblies. We aim to produce pupils who are secondary school ready when leaving Whybridge Junior School with a positive attitude towards music, with clear evidence of progression.