



Being a Musician at St Chad's



What do we want Music to look like at St Chad's?

“Music is a magic like no other, which can do incredible, unexplainable things.”

A quote from ‘The Christmasaurus’ by Tom Fletcher

This quote depicts the music curriculum here at St Chad's. Within our music curriculum, we intend to inspire creativity and a passion for music by providing various opportunities to explore a range of musical style from different cultures. We firmly believe that music is a universal language that embodies one of the highest forms of creativity. At St Chad's, we want to provide a strong commitment to music, which will allows all children, no matter their academic ability, learning needs or cultural background, to participate and enjoy a range of musical pieces. Children will experience a music education that engages and inspires, whilst developing their creativity, self-confidence and their sense of achievement through music.

As musicians, children will develop their growing musical knowledge across the four subject drivers of listening, composing, performing and understanding the inter-related dimensions of music.

St Chad's Music Drivers

Being a Listener

Developing listening skills is vitally important to support children understand how music is constructed and to identify the impact it can have on the listener. Across the music curriculum at St Chad's, children listen to a variety of music from all across the world to enrich their knowledge of the history, traditions and origins of the particular pieces of music.

Being a Composer

Being a composer at St Chad's enables children to improve their knowledge of how pieces of music have been created and composed in a range of styles and genres from around the world. Listening and performing are key strands in informing children's composition.

Being a Performer

Within a supportive and respectful environment, children develop their confidence as a **performer** in a number of different ways, such as:

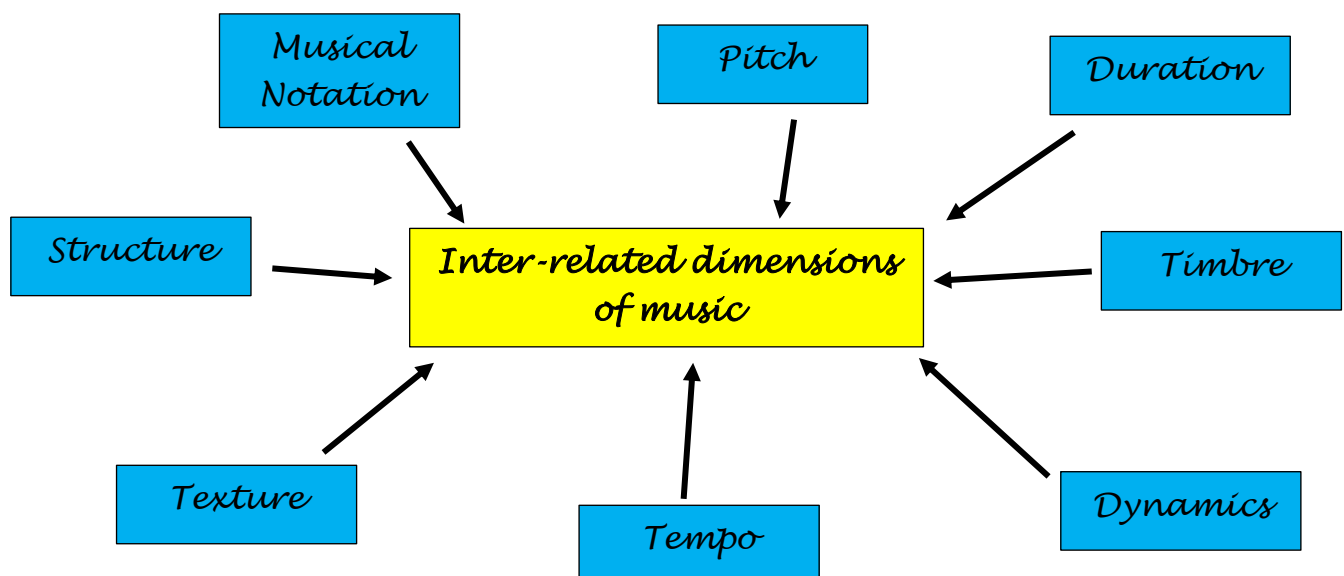
- By performing individual musical compositions based on the style of music studied within that particular unit of work.
- By performing musical compositions that have been created as part of a group.
- By singing as part of a group and as part of the whole class.

Within lessons, children are supported through the performing process by both peer and self-assessment. Using recordings via ipads, children are able to self-assess their own performance against the lesson's success criteria.

It is essential for children to be able to perform collaboratively with children in school and with children from other schools.

Elements of Music

Throughout the music curriculum, children develop their understanding of the **elements of music**.



These elements act as the building blocks of music within our curriculum. Throughout the children's time at St Chad's, they carefully

progress and build their understanding of these different inter-related dimensions of music.

How do we achieve our aims in Music at St Chad's?

Creating our Music Curriculum

When creating our music curriculum, it is important that it links into our connected curriculum as closely as it can. Therefore, allowing links to be made with other academic subjects enables knowledge to be sequenced and carefully mapped. As a school, we use the Kapow Music scheme of learning as an underlying structure to support the teaching of music across the school.

5
What influence have settlers and invaders had on British society?
Caerleon – Roman legionary fortress trip
Follows on from KS1 unit on Castles looking at settlements
Understand human geography including types of settlement and land use -NC

Considering Year 3/4's Big Picture Question of 'What influences have settlers and invaders had on British society', although it has a history-led focus, the children learn what an ostinato is whilst associating the stages of the river with different rhythms. Therefore, the focus within music lessons incorporates The Romans. Within music lessons, further retrieval of historical knowledge can be embedded from what has been previously taught within the Curriculum unit, alongside music specific knowledge taught within the main lesson.

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

Music within the EYFS Curriculum

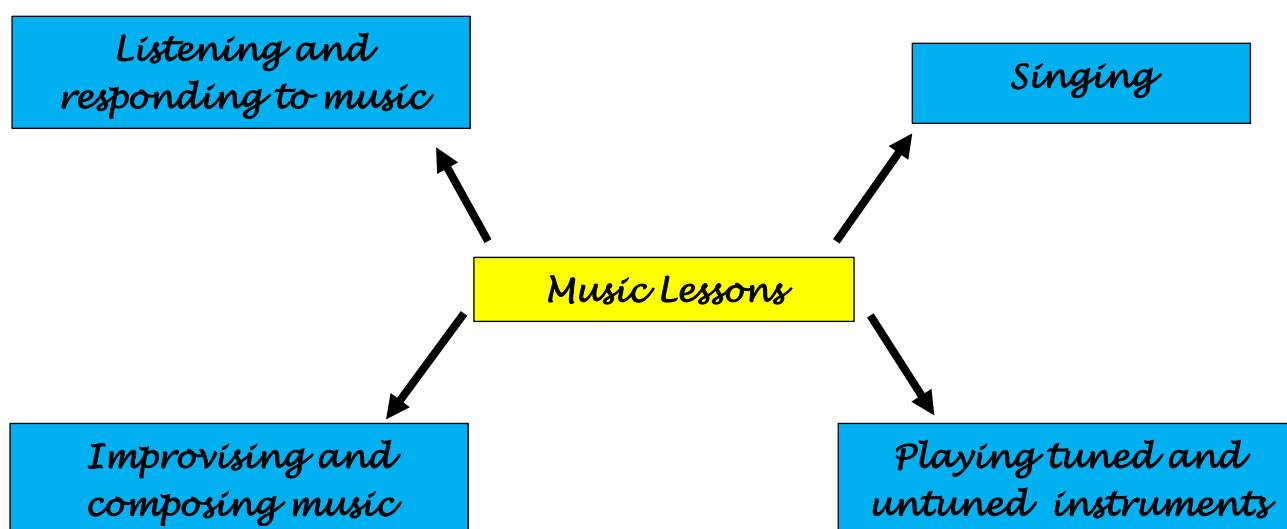
Music plays a key part throughout the EYFS Curriculum. Listening and singing to songs is fundamental in supporting children develop knowledge and understanding across the curriculum e.g. through songs in maths, children develop their knowledge of number and counting. Within English, children read and sing nursery rhymes and poems through the poetry basket to support their understanding of story. As play is an important part of the EYFS curriculum, musical instruments are always available within the provision for children to

explore and engage with. A performance stage within the outdoors provision provides children with opportunities to perform songs and musical compositions. Music lessons are taught to children as a whole class focused on developing children's knowledge of music across the four strands, as detailed above.

Being a musician at St Chad's

Across our school, we want our children to be enthusiastic and motivated musicians who develop a lifelong love of music. Within lessons, children focus on developing their musical knowledge and understanding by actively exploring music from all across the world. This helps to support our children appreciate and respect music across all traditions and cultures.

Each music lesson helps to develop children's musical knowledge and understanding through the following:



Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of Music can be identified in the table below.



St Chad's 5C's	Using our 5C's within Music
Community	<ul style="list-style-type: none"> • Visits and Visitors • Participation in different local events • Performances to the St Chad's community.
Communication	<ul style="list-style-type: none"> • Progression of musical vocabulary • Discuss likes, dislikes, musical instruments, the inter-related dimensions of music based around listening to a variety of pieces of music.
Curiosity	<ul style="list-style-type: none"> • Opportunities to develop knowledge and understanding of musical cultures from around the world. • Developing skills at playing songs from different cultures whilst playing a range of instruments.
Collaboration	<ul style="list-style-type: none"> • Working in groups when singing and composing a range of musical pieces. • Self and peer-assessment within lessons. • Collaborative partner work when listening to and discussing different musical pieces.
Creativity	<ul style="list-style-type: none"> • Make links with our connected curriculum. • Compose and perform a range of musical pieces based on the musical genre being investigated within the unit of learning.

Talking like a musician

It is important that children are able to demonstrate a growing understanding of subject-specific vocabulary. Using Kapow's progression of musical vocabulary, this helps to demonstrate subject-specific vocabulary that is revisited before identifying the vocabulary that is introduced within that unit of learning.



Discovering musicians both past and present

Throughout their time at St Chad's Patchway CofE Primary School, it is important that children develop their musical knowledge and skills. However, we want our children to have an understanding of the work completed by musicians from all across the world and explore music from different cultures and traditions. Within music lessons in our connected curriculum, children have opportunities to listen to and analyse a range of musical pieces from different musical artists from around the world.

Knowledge Organisers

To support all children in knowing more and remembering more when developing their musical knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.

Story mountain

Ballads tell a story and usually have a similar structure to stories.

OPENING - Describes the setting, introduces the characters.
BUILD UP - Excitement and tension grows, gives emotion.
CLIMAX - Major dilemma.
RESOLUTION - Characters find a route through their difficulties.
ENDING - Happily ever after.

Vocabulary

Ballad - A song which tells a story - similar to a poem.
Compose - To create an original piece of music.
Stanza - A short section of text, sometimes known as a verse in a song or poem.
Solo - Performing alone.
Ensemble - A small group of musicians who perform together.
Expression - Making your thoughts or feelings known when reading, singing or performing.
Lyrics - The words in a song.
Chorus - Repeated section of music with the same tune and lyrics.
Nonsense words - Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'oooh'.

Musical feature: Composition notation

Creating compositions related to Ancient Egypt and experimenting with notating using hieroglyphs.

Vocabulary

Melody - The combination of pitch and rhythm which forms a tune.
Improvising - Making up music as it is played or performed.
Notation - Written symbols used to represent music.
Motif - A short musical phrase that is often repeated.
Call and response - A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.
Unison - Playing or singing notes at the same pitch at the same time.
Verse - A repeated section of a song that usually features new lyrics on each repetition.

Structure

The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

Major - A tonality where the music sounds happy or bright.
Minor - A tonality where the music sounds sad or tense.
Tempo - The speed or pace of the music.
Ensemble - A group of people who perform instrumental or vocal music.

Notation

Staff notation

Quaver	Half	1/2

Letter notation

How is progress assessed in Music?

Music is assessed in a number of different ways to ensure children are progressing their understanding of subject-specific knowledge, as well key vocabulary.

