

New Islington Free School – Music Curriculum

Statement of Intent

Intent

Music is a universal language that embodies one of the highest forms of creativity. It links into science, maths, history and promotes socio-emotional well-being. Our high-quality music education engages and inspires our pupils to develop a love of music and nurture their talent as musicians, and so increase their creativity, self-confidence and sense of achievement.

Implementation

At New Islington Free School, we follow our own bespoke World Music curriculum, which is based on the key skills outlined in the National Curriculum. We ensure progression throughout the school by regular music practice in all year groups, where key skills in singing, playing instruments, performing and music appraisal are repeated and expanded. We promote global learning by using a carefully selected repertoire and instruments from around the world that reflect and celebrate the multi-national diversity of our school community. We evaluate and monitor the progress our pupils make through regular half-termly assessments and review.

Impact

Our measure of intent is such that all our children are provided with opportunities to gain knowledge of musical culture and repertoire to develop and continuously improve technical, constructive and expressive musical skills. We deliver this by following these principles:

1. ACCESS to MUSIC Lessons for ALL

All children get to experience and take part in music making, be it for learning purposes outlined in the National Curriculum or as a tool to promote social, emotional and mental health and well-being.

At NIFS, every child can access music lessons through the course of the academic year,

- a) During PPA cover sessions, for half of the school over one half-term, the other half over the following half-term. Lessons take place weekly for each class and every Tuesday, Wednesday, Thursday afternoon; year groups change half-termly.
- b) In lunch-time-music-clubs which aim to promote advanced musical development including vocal or instrumental skills in pitch, tonality, rhythm and harmony; year groups and focus changes half-termly.
- c) or through selected groups which have been purposefully created for the promotion of socio-emotional and mental health and well-being as a preventative measure or in the scope of music therapy for children with SEND, children who need support with SEMH or who have experienced trauma in their lives. Group compositions are reviewed and are subject to change half-termly.

Music therapy sessions of 20 minutes are being held in small groups (5 children max) on Tuesday, Wednesday or Thursday mornings. Each session is tailored to the needs of the individuals in that group. The approach used in these sessions vary from receptive, compositional, improvisational,

re-creative or cognitive-behavioural in order to address particular needs or behaviours. All the sessions are child-centered and promote creativity, emotional literacy and self-expression through music by using a pre-selected variety of instruments or body and voice.

2. GLOBAL LEARNING

All children respect and appreciate music cultures and traditions from all around the World.

At NIFS we celebrate and embrace diversity, with pupils and staff with multi-national backgrounds. We take pride in a multi-cultural approach to learning. This Music Curriculum incorporates an age-appropriate selection of global music repertoire from a wide range of genres from all around the world to explore and demonstrate the key areas of learning. Examples for such genres are: International Folk, Pop, Rap, Hip-Hop, Reggae, Classical, Baroque, Indigenous music from Australia, New Zealand, all across Africa, traditional Chinese music, Musical Theatre etc. Music facilitators encourage the inclusion of examples provided by pupils, hoping to expand the repertoire over the years.

Our multi-cultural approach goes beyond the selection of a global repertoire. Music facilitators also seek to explore alternative approaches to Western music theory and encourage the use of age-appropriate varying methods of notation to create, compose and ‘communicate’ music and concepts through graphic scores and tablatures where possible.

We aim to expose our learners to a wide range of rich sound traditions in order to promote their appreciation of diversity of culture, race, religion, gender, age and appearance. This will help them respect, understand and reflect on cultural diversity, and take pride in and respect their own cultural heritage.

Cross-curricular links to current topics from other subjects like English, history, science and maths are made wherever possible.

3. FOCUS ON PERFORMANCE ETIQUETTE

All children develop a basic understanding of performance etiquette and skills that are in relation to their age and ability.

This is an aspect of music and learning that is often and widely under-appreciated. Not every child gets to experience live music or live music making as part of their every-day-life. Sadly, it is only a small minority of our pupils who regularly attend live performances, either as a member of an audience or as a performer. COVID-19 and prolonged isolation has not only impacted on the quality of academic learning and progress but has also affected the way we relate to each other. It is therefore inevitably linked to our children’s social learning, competence and behaviour. Due to the severe restrictions in the entertainment industry during the peak of the pandemic, we haven’t had any opportunity to participate in live-events in the performing arts for almost 2 consecutive years, which is a significant period in a young person’s life who is only 4-11 years old. Two years of lost opportunities means that we are now dealing with learners who have an even greater need to know the expectations during a live performance, however short or long, when we cannot achieve ‘muted’ status by simply clicking an icon. The use of music through electronic gadgets for entertainment purposes from an early age, regardless of its educational value, does not actively promote principles of good musicianship to the viewer, nor does it educate pupils how to show respect for the performing arts. In order to provide a well-balanced education and teach skills for life, it is our duty to educate our pupils about ethics in areas of life in our society from as early as possible. New Islington Free School has an excellent connection with local artists and regularly invites live-performers and practitioners from the wider community (Band on the Wall, Yellow Brick Road

Drama Company, MGS etc.) to work with or perform to our children. Regular live-performances are now again scheduled for all year groups, with the audience being parents and / or pupils. Therefore, it is in everybody’s best interest that, from Reception-age onwards, all pupils learn continuously about the following key elements of performance etiquette which also correlate with our school values:

1. Respect: We show respect to all musicians / actors/actresses while they perform in whatever capacity (singing, acting or playing instruments) with ‘whole body listening’: Eyes, shoulders and feet are facing the performer(s), regardless of their ability.
2. Kindness: If somebody is doing music, whether it’s practicing or performing, we wait in silence for our turn to act, sing or play.
3. If we are in the audience, we wait in our correct place and in silence until the performance has finished unless we are being asked otherwise.
4. We listen to each other and only give feedback when we have been asked.
5. Co-operation: As musicians work together and follow instructions at all times.
6. We treat everyone and all music equipment with kindness and respect.
7. Resilience: Learning means trying.

4. MUSIC KNOWLEDGE AND SKILLS

Children develop basic knowledge of music and music practice key skills that reflect the key areas of musical learning outlined in the National Primary Curriculum and a reasonable standard of musicianship

All music lessons incorporate aspects and elements of music practice and performance as an individual or a group. All key skills of the Primary Music Curriculum are included and represented in every unit in every year group.

Overview of Key Skills in various year groups:

Key Skills EYFS (Reception)

Key Skill	Accomplished by
<p>SING Use their voices expressively and creatively by singing songs and speaking, chants and rhymes</p>	<p>Singing rhymes and chants, using the singing voice in different ways through tempo, dynamics, pitch and timbre. Demonstrate and practice by using different modes by trying various characters (e.g. giant, witch, fairy mouse, etc.)</p>

<p>PLAY Play tuned and un-tuned instruments</p>	<p>Use tuned percussion, e.g xylophone, triangle Know the names of instruments and what they're made of (wood, skin, metal) Clap/ play back a modelled rhythm Playing along to songs and distinguish rhythm and beat (shakers, clave, triangles)</p>
<p>COMPOSE Experiment with, create, select and combine sounds using the elements of music: dynamics, tempo, pitch, duration, texture and timbre.</p>	<p>Explore pitch, duration and develop representing their own ideas, thoughts and feelings through music. Create pieces of music in response to given stimulus (e.g. choose instruments to make different sounds in a story)</p>
<p>LISTEN</p>	<p>Develop attentive listening skills by matching sounds with movement</p>

Key Skills Year 1 and 2

Key Skills	Year 1	Year 2
<p>SING Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Speak chants and rhymes, mark the phrases of a song, tap / clap the beat whilst singing. Clap the rhythm of words of a song whilst singing. Sing questions (call and response songs).</p>	<p>Speak chants and rhymes. Mark the phrases of a song. Tap the beat while singing. Clap the rhythm of words of a song while singing. Sing questions (call and response songs). Sing simple two note phrases from notation.</p>
<p>PLAY Play tuned and un-tuned instruments musically NOTATION</p>	<p>Copy a given rhythm, play the rhythm of a song, play the beat of a song. Explore tempo, dynamics, pitch. Play a simple ostinato.</p>	<p>Copy a given rhythm. Play the beat / rhythm of a song. Play the rhythm of a song whilst others tap the pulse. Explore tempo, dynamics, pitch, texture, timbre. Play a given ostinato as part of</p>

		a group. Play the melody of a 5 note song on a xylophone. Read simple notation flash cards.
<p>LISTEN Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>Move with the pulse/ beat to a piece of music. Identify repeated sections in a piece of music. Trace the shape of a song. Identify ascending and descending sounds in a song. Recognise percussion instruments being played in music. Recognise changes in dynamics and tempo. Listen to and to respond to live/ recorded music.</p>	<p>Identify the beat and metre of a song. Identify a repeated motif in a piece of music. Trace the shape of a song. Identify ascending and descending passages in a piece of music. Recognise percussion, brass and string instruments being played in music. Describe changes in dynamics and tempo. Listen to and respond to live / recorded music.</p>
<p>COMPOSE & IMPROVISE Experiment with, create, select and combine sounds, using the inter-related elements of music.</p>	<p>Improvise / create rhythms. Take turns when playing with a partner. To be aware of rests in music. Choose sounds to illustrate a poem/story/picture/scene etc.</p>	<p>Create a melodic ostinato using two notes. Play equal length phrases with a partner. Introduce graphic notation, picture scores. Create, choose and organise sounds and musical ideas in response to a poem/ picture/ story/ scene etc.</p>

Key Skills Year 3 and 4

Key Skills	Year 3	Year 4
<p>SING Sing with an understanding of how to improve accuracy, fluency, control and expression.</p>	<p>Explore and use changes of tempo/ dynamics. Decide how to perform a song. Begin to sing in parts.</p>	<p>Explore and use changes of tempo / dynamics. Decide how to perform a song. Sing in parts.</p>
<p>PLAY Play with an understanding of how to improve accuracy, fluency, control and expression.</p>	<p>Copy a rhythmic phrase. Clap the rhythm of a song while others tap the beat. Tap the metre</p>	<p>Organise musical phrases (ternary Form ABA). Create melodic phrase. Improvise rhythmic phrases of equal length in pairs. Work in pairs</p>

<p>NOTATION</p>	<p>of songs. Play simple tunes by ear. Play two ostinato rhythms simultaneously.</p> <p>Read and play 4 and 8 beat rhythm notation (e.g. crotchet, crotchet, rest, quaver). Read and play simple pitch notation.</p>	<p>to structure a piece using two simple musical ideas.</p> <p>Create an ostinato to reflect the mood suggested by painting, poem, story or other external stimuli.</p>
<p>LISTEN With attention to detail and recall sounds with increasing aural memory</p>	<p>Listen to a range of types of music from different traditions. Recognise individual key instruments in a piece of music. Identify repeated & contrasting sections in recorded music. Identify phrases in a song.</p> <p>Listen/ respond to live / recorded music, talk about how it makes you feel.</p>	<p>Listen to a range of types of music from different traditions. Identify instruments, style & era of different recorded music. Identify repeated & contrasting sections in recorded music. Analyse basic song structures.</p> <p>Listen to / respond to live/ recorded music. Talk about how it makes you feel.</p>

Key Skills Year 5 and 6

Key Skills	Year 5	Year 6
<p>SING Sing with an understanding of how to improve accuracy, fluency, control and expression</p>	<p>Choose appropriate tempo & dynamics while singing. Sing and ostinato accompaniment. Sing in two parts in harmony.</p>	<p>Choose appropriate tempo and dynamics while singing. Combine vocal ostinato phrases. Sing in 2 and 3 parts in harmony.</p>
<p>PLAY Play with and understanding of how to improve accuracy, fluency, control and expression.</p> <p>NOTATION</p>	<p>Copy and improvise rhythmic phrases. Tap / clap the metre of a song whilst the others clap the rhythm. Explore different metres/ play on beat one. Play simple tunes and add a drone accompaniment. Read, play and write 4 & 8</p>	<p>Copy and improvise rhythmic phrases (4 and 8-beat phrases). Combine ostinato phrases. Explore different metres / play on beat one. Play simple tunes and add ostinato accompaniment. Notate compositions using the</p>

	beat rhythm notation (crotchet, crotchet rest, quavers, minim, dotted crotchets, semi breves) Read and play simple melodic phrases.	most appropriate method where applicable. Notate simple melodic phrases from dictation.
COMPOSE & IMPROVISE Including the use of music technology	Organise rhythmic and melodic phrases in a simple structure. Create an up and down tune. Improvise melodic phrases using the pentatonic scale. Create and play an instrumental accompaniment. Compose music to evoke contrasting moods suggested by a stimulus. Using a simple device (e.g. I-pad) to record a loop, repeat and edit loop. Create a melody.	Organise rhythmic and melodic phrases in a simple structure. Create a tune using two or three phrases. Improvise melodic phrases. Combine melody and ostinato accompaniment. Compose music to evoke contrasting moods suggested by a stimulus. Using a simple device (i-pad) to record a loop, repeat and edit loop. Create a melody.
LISTEN Listen with attention to detail and recall sounds with increasing aural memory	Listen to / make comparisons of a range of types of music from different traditions. Listen to an individual part in three and four part music. Recognise how sounds are used to achieve an intended effect. Analyse basic song structures. Listen / respond to live/ recorded music, talk about how it makes you feel.	Listen to / make a comparison of a range of types of music from different traditions. Listen to an individual rhythm in a five part structure. Recognise how layers of sound can achieve an intended effect. Analyse basic song structures. Listen to / respond to live / recorded music, talk about how it makes you feel, e.g. explore major and minor chords.