



MUSIC AT HAMER

Vision (Intent)

Hamer's music curriculum aims to develop all children's musical understanding and skill. We want children to understand how to confidently play and perform music, using both instruments and their voices, how to improvise and compose their own music, read and understand staff notation and develop a rich understanding of the great composers of classical music from our heritage. Key aspects such as the inter-related dimensions of music, musical appreciation and significant composers are revisited throughout the different units. We want children to progressively develop their ability in these areas.

Our music curriculum will help pupils gain a more practical and theoretical understanding of music. Children will look at different musical periods and genres, from Baroque to more contemporary genres. Throughout this, they will be using the dimensions of music to play, read and write their own music.

We want our children to understand music as a whole. We want our children to increase their confidence of all the different areas of music, appreciate how music can make a positive contribution to society, how music has changed over time and inspire a joy in music.

Content and Sequencing (Implementation) We ensure our children make progress by considering the following areas: play and perform, compose and create, appraise and review, theoretical knowledge and cultural development. We have broken each of these areas down into smaller steps, which allow the children to build upon learning from the previous Key Stage. Children cover a wide range of units, carefully selected to ensure children can progress in the five areas mentioned, as well as meet all of our small steps. We have detailed these small steps in our progression of skills document. Charanga: Units have been selected to allow children to develop their understanding of the dimensions of music. They will develop their skills in playing, performing, improvising and composing. They will use this to become more confident with staff notation and understanding time signatures. The children will focus on the inter related dimensions of music, which grow in complexity as they progress throughout each stage of their education. The children will also use this software to specifically learn how to play a percussion instrument with greater accuracy. When learning how to play instruments, the children will use our bespoke notation worksheets to practise recording and reading notes and other signature. The children have dedicated units on the long term plan to develop proficiency with an instrument. BBC Ten Pieces (KS2): The units have been organised on the long term plan so that children study each composer chronologically. They start by looking at the composers in the baroque period, moving on to the classical, romantic and contemporary eras. We hope that by organising the curriculum in this way, the children develop an understanding of how classical music has changed throughout history. A timeline and background of the different musical periods is shared with the children. Worksheets are provided which encourages children to practise and record compositions and appraisals. We have recently begun to capture these recordings in a KS2 music floorbook. We greatly encourage music as an extra-curricular activity. We enter into many categories at the Rochdale Music festival and work with the music service to participate in borough wide productions.		
Links (Implementation) Music is in the unique position of being a standalone subject – meaning we don’t draw any broad links with other curriculum areas. We have identified some meaningful links with more specific curriculum areas where the connection is more purposeful. Year 4 Science – Finding patterns between the pitch of a sound and the object that produced it UKS2 WW2 Topic – Composing and performing their own versions of ‘Quartermaster’s store’ and dance workshop with external provider. RE - Christmas Production allows children to perform in various renditions of the nativity story		Progress and Assessment (Impact) The main form of assessment is Teacher Judgement. This is supported through the use of video performances of each unit. The children in each class will perform some music on the first and last lesson of each unit in order to demonstrate progress. Teachers can also refer to the two workbooks used in KS2 to inform their judgements. Teachers consider all five areas of musical focus when awarding children an end of year judgement.
Retrieval (Implementation) Quizzing and questions End of unit performance	SEND (Implementation) All children are given the opportunity to access the music curriculum at Hamer. Where additional support is required, adaptations will be made to ensure that individual children access learning that is meaningful to them.	Enrichment (Implementation) Children are actively encouraged to participate in the Rochdale Music Festival in a number of categories. Children enter as a group or solo performance, supported through the school. The children receive visits from external providers, who visit the school to deliver dance workshops or perform a variety of live music for the children.