



How does the music programme at Danbury Park fit the National Curriculum requirements?

Key Skills

We have a set of targets for key skills for each year group divided into sections covering all aspects of the music programme. These are accumulative and progressive, with opportunity for extension.

Notation

We explore different forms of notation throughout KS1 and 2 with the aim of building our notational abilities from syllable patterns, to Kodaly notation, to Western notation of rhythm and finally adding pitch in Year 4, with the aim of notating our own melodies in both major and minor keys in Year 5 and 6.

Listening and Appraising

This takes place with our Composer of the Month piece, but also when we listen to music related to the topics, for example *La Mer* in Year 1 and EYFS for their seaside topic, or *Jimbo's Lullaby* for Toys.

In KS2 in the Summer term each class has a Composer study where we spend two or three lessons listening to and creating work based on Beethoven's *Fifth*, *Peter and the Wolf*, *Pictures at an Exhibition*, and *Bolero*. In Year 6 with the new iPads the plan is to start using GarageBand to create group compositions to prepare them for using music tech at secondary school.

Singing

Singing is a huge part of the school day, whether in the headteacher's bi-weekly assembly, or in whole-school singing assembly on a Thursday afternoon. We have a school song '*Start the day in a brilliant way*' which we sing in celebration assemblies, and we learn others as well, rounds or fun songs with actions. There is a Christmas production each year which is a musical and we have a sing song on the last afternoon of the Autumn term.

Year 5 and 6 have the opportunity to go to the Young Voices concert at the O2 and we are hoping to reinstate our KS2 choir as well as introducing a choir for KS1.

Performance

The children are encouraged to perform any practical work in the classroom, either individually or in a group. As the music course is designed to tie in with their topic work, there is often a live performance of a related song or a video of their class composition for their class assembly.

There is also opportunity to perform pieces that they are learning in their one-to-one instrumental lessons, in or out of school, when they have their class assemblies and before the Christmas production when they play carols and Christmas songs.



Composition

This forms a large part of our practical lessons throughout school, often it is collaborative when creating pentatonic pieces or drumming, but also we create whole class soundscapes representing the rainforest (inspired by Balinese gamelan) or to create the effect of a tsunami.

In EYFS and Year 1, and again in Year 2, we write new words for existing songs related to our topics of The Great Fire of London and the Seaside, focusing on keeping the rhythm correct and making the words rhyme.

Learning an instrument in Year 4

As we have split classes (Year 3/4 and Year 4/5) I teach two different instruments, recorder to Year 3/4 and ukulele to Year 4/5 so there is no repetition. After they have finished the module there will be opportunity to continue playing in a small ensemble as a club, as the children had asked if they could keep playing.

Self-Expression

Close links are made between myself and the Wellbeing team regarding the use of music to regulate or change a mood, or to express emotions through art. This also takes place in the classroom when we draw or write a piece inspired by what we are listening to.

Listening to recorded or live music

This often happens each week - in KS1 the children in Year 1/2 and Year 2 classes discover the orchestra by section. In these lessons I bring in an instrument (sometimes two) from each section and show the children how they are played. In the case of the violin and when we learn about percussion the children are all encouraged to try it for themselves. When it is woodwind and brass I play the instruments and take them apart to show the children how they work.

I also play the piano in whole school Singing Assembly each week, at the Spring and Christmas celebrations and we have had music assemblies in which I played the guitar, the piano and piano duets with the year 6 class teacher.

Composer of the Month

Once a month we spend a lesson responding to the Composer of the Month. We listen to a piece of music by a different composer, chosen for a variety of reasons. I try to choose pieces that are relevant to the time (for example we had Walton's Crown Imperial for the Platinum Jubilee) but occasionally they are chosen because they are historically important (Chevalier St George), or currently relevant (we had Sam Sweeney because I had seen him in concert and emailed him because his composition style and use of technology were very interesting) and I try to choose from a broad spectrum geographically as well as stylistically.