

# MUSIC

THE FOXTON CURRICULUM



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*Where words fail, music speaks*  
– Hans Christian Andersen

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**At Foxtton Primary School, we are musicians.**



### **Our Music Curriculum**

Music is a universal language that unites us all. The soundtrack to our lives, it has the power to connect us through people and places in our ever-changing world. At Foxtton, we are determined that our music curriculum moves, inspires and shapes every child and their musical journey. To adapt the words of Franz Kafka, music must be the axe for the frozen sea within us. Not only do we want children to develop a love of music and their talent as musicians, but also their critical engagement with music, allowing them to compose and listen appraisingly to familiar and unfamiliar styles and genres, past and present, from around the world.

In Years One, Two, Five and Six we follow the lesson structures and planning from the Leicestershire Music Primary Scheme of Work. This follows the National Curriculum (see Appendix 1) and is inspired by aspects of the Model Music Curriculum, which, when taken together, all contribute towards the steadily increasing development of musicianship, which includes:

- Performing, including singing
- Composing
- Listening and appraising



Knowledge and skills in these key areas are returned to and built upon regularly. We have also considered the inter-related dimensions of music and the key knowledge, skills and vocabulary we want children to acquire as they progress through the school.

Within the Leicestershire Music Primary Scheme of Work, lessons are taught through six recurring units each year:

- Pulse
- Voice
- Rhythm
- Pitch
- Technology, Structure and Form
- 20<sup>th</sup> Century Music

Within each unit, children listen and react to a range of music, commenting on the inter-related dimensions of music. They then work on compositions before performing and evaluating their own work and that of others.

To complement this teaching and learning, our children in Years Three and Four take part in a programme of intensive music tuition provided by specialist music teachers from Leicestershire Music to help them learn the ukulele and djembe drums on a two-yearly cycle.

Our curriculum is designed to meet best practice recommendations, ensuring a comprehensive and effective music education for our children up to Key Stage 2. We have published a Music Development Plan on the school website and are satisfied we align to the recommendations of the 2023 Ofsted subject report. We actively seek the support of Leicestershire Music Hub and other sources of expertise to enhance and improve our curriculum. Partnerships with these organisations provide valuable resources and opportunities for both students and teachers.

To ensure all pupils can develop their musical talents and interests, from September 2024 we will be expanding our offer of extra-curricular activities, including peripatetic instrumental and vocal lessons. These opportunities will further encourage students to explore and enhance their musical abilities beyond the classroom setting.

## Overview and Progression

The Leicestershire Music Primary Scheme provides assessment overviews for each unit which detail the expected outcomes for each age group. The example below is for Unit 1: Pulse.

EYFS	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.	
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.
Year 3	I can sing and play confidently and fluently, maintaining a steady pulse.	I can maintain a part in a piece / rhythm game consisting of two or more parts.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.
Year 4	I can sing and play confidently and fluently, maintaining an appropriate pulse.	I can follow and lead simple performance directions. (eg call and response patterns)	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.
Year 5	I can maintain a strong sense of pulse throughout pieces with and without syncopation	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	I can maintain an independent part in a group when singing or playing.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.
Year 6	I can maintain a strong sense of pulse and recognise when going out of time.	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.	I can share opinions about own and others' music and be willing to justify these using musical vocabulary.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

## **Knowing more and remembering more**

Music lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning and skills, when appropriate, as well as relevant units taught previously. The children at Foxton also sing regularly, both in lessons and during a weekly whole school singing assembly. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Where sessions are led by Leicestershire Music, the practitioner provides teacher assessment information for class teachers. Children not yet working at the expected standard are identified and support is put in place, often through extensive modelling and coaching, in subsequent units.

## **A Global Curriculum**

The study and exploration of music stand as an essential component of our comprehensive and ambitious curriculum, accessible to all as a fundamental right. At Foxton, the realm of music forges distinct connections with the UN Sustainable Development Goals (SDGs), particularly Goal 3: Good Health and Wellbeing. As we prioritise music education, we contribute to the broader aspiration of ensuring healthy lives and promoting well-being for all.

Engagement with music offers students a platform for personal growth, aligning harmoniously with Goal 3. By participating in musical activities, children develop self-confidence, nurture their creativity, and bask in the sense of accomplishment that comes from mastering musical skills. These outcomes mirror the objectives of Goal 3, as music becomes a means to enhance emotional and mental well-being, fostering a positive and holistic sense of self.

Our commitment to an enriched curriculum extends beyond the classroom, resonating with the spirit of Goal 4: Quality Education. Through music days hosted in collaboration with local secondary schools, we provide students with diverse learning experiences, amplifying their exposure to music's myriad forms and fostering a well-rounded musical education.

Furthermore, our provision of opportunities for 1:1 instrumental tuition and in-school performances aligns with Goal 10: Reduced Inequalities. By making these resources accessible to all students, we ensure that every child, regardless of background or circumstance, has the chance to explore their musical talents and cultivate a deep appreciation for the arts.

As the primary music curriculum intertwines with our global educational approach, it contributes to the holistic development of each student. By

fostering well-being, creativity, and inclusivity, our music program aligns with the SDGs, not only enriching the lives of our students but also sowing the seeds of a more harmonious and equitable future for all.

## Appendix 1

### National Curriculum

#### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

#### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### Subject content

##### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

##### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.