

Distington Community School Music Statement

Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

As music is largely skilled based the progression of skills occurs naturally throughout each year.

Year 1

Singing songs with control and using the voice expressively.

- To find their singing voice and use their voices confidently.
- Sing a melody accurately at their own pitch.
- Sing with a sense of awareness of pulse and control of rhythm.
- Recognise phrase lengths and know when to breathe

Listening, Memory and Movement.

- Recall and remember short songs and sequences and patterns of sounds.
- Respond physically when performing, composing and appraising music.

Controlling pulse and rhythm

- Identify the pulse in different pieces of music.
- Identify the pulse and join in getting faster and slower together.
- Identify long and short sounds in music.

Control of instruments

- Play instruments in different ways and create sound effects.
- Handle and play instruments with control.
- Identify different groups of instruments.

Year 2

Singing songs with control and using the voice expressively.

- Sing songs expressively.
- Follow pitch movements with their hands and use high, low and middle voices.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers

Listening, Memory and Movement.

- Identify different sound sources.
- Identify well-defined musical features.

Controlling pulse and rhythm

- Perform a rhythm to a given pulse.
- Begin to internalise and create rhythmic patterns.
- Accompany a chant or song by clapping or playing the pulse or rhythm.

Control of instruments

- Play instruments in different ways and create sound effects.
- Handle and play instruments with control.
- Identify different groups of instruments.

Year 3

Singing songs with control and using the voice expressively.

- Sing with confidence using a wider vocal range.
- Sing in tune.
- Sing with awareness of pulse and control of rhythm.
- Recognise simple structures. (Phrases).

Listening, Memory and Movement.

- Identify melodic phrases and play them by ear.
- Create sequences of movements in response to sounds.
- Explore and chose different movements to describe animals.

Controlling pulse and rhythm

- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.

Control of instruments

- Identify melodic phrases and play them by ear.
- Select instruments to describe visual images.
- Choose instruments on the basis of internalised sounds

Year 4

Singing songs with control and using the voice expressively.

- Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
- Sing songs and create different vocal effects.
- Understand how mouth shapes can affect voice sounds.
- Internalise sounds by singing parts of a song 'in their heads.'

Listening, Memory and Movement.

- Demonstrate the ability to recognise the use of structure and expressive elements through dance.
- Identify phrases that could be used as an introduction, interlude and ending.

Controlling pulse and rhythm

- Identify and recall rhythmic and melodic patterns.
- Identify repeated patterns used in a variety of music. (Ostinato).

Control of instruments

- Identify melodic phrases and play them by ear.
- Select instruments to describe visual images.
- Choose instruments on the basis of internalised sounds

Year 5

Singing songs with control and using the voice expressively.

- Sing songs with increasing control of breathing, posture and sound projection.
- Sing songs in tune and with an awareness of other parts.
- Identify phrases through breathing in appropriate places

Listening, Memory and Movement.

- Internalise short melodies and play these on pitched percussion (play by ear).
- Create dances that reflect musical features.

Controlling pulse and rhythm

- Identify different speeds of pulse (tempo) by clapping and moving.
- Improvise rhythm patterns.
- Perform an independent part keeping to a steady beat.

Control of instruments

- Identify and control different ways percussion instruments make sounds.
- Play accompaniments with control and accuracy.

Reading and Writing Notation

- Perform using notation as a support.
- Sing songs with staff notation as support.

Year 6

Singing songs with control and using the voice expressively.

- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Listening, Memory and Movement.

- Identify different moods and textures.
- Identify how a mood is created by music and lyrics.
- Listen to longer pieces of music and identify features.

Controlling pulse and rhythm

- Identify the metre of different songs through recognising the pattern of strong and weak beats.
- Subdivide the pulse while keeping to a steady beat.

Control of instruments

- Create different effects using combinations of pitched sounds.
- Use ICT to change and manipulate sounds.

Reading and Writing Notation

- Perform using notation as a support.
- Sing songs with staff notation as support.

Inclusive Learning for SEND in Music

At Distington Community School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive a musical education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Simplified, dual coded resources are used for additional support within lessons (e.g. vocabulary mats with pictorial support, shortened/differentiated texts, code the colours of the notes and corresponding note positions on the

instrument; a range of formats to contribute are offered such as voice or video recording)

- Targeted adult support during lesson time,
- Simplified step-by-step instructions (sometimes with the use of additional resources like talking postcards)
- Carefully planned seating arrangements for tasks that include physical and sensory activities to ensure all children can access learning
- Specific resources including but not limited to: noise reducing headphones, adapted musical instruments; coloured, personal, adapted copies of lyrics, score, images
- Appropriate scaffolding and differentiation strategies are utilised accordingly to ensure that all lessons are accessible,
- Curriculum content covered is carefully planned and considered so as not to cause distress for any children in the class.
- Independent and collaborative activities

Every teacher at Distington Community School is a teacher of SEND. Our provision is led by the SENDCo's and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.