



## Music at Marazion School

*"Music is magic. Magic is Life." Jimi Hendrix*



### **Our Vision Statement:**

We believe that everybody has music within them. It is a universal language that embodies one of the highest forms of creativity that is accessible by all. At Marazion School we aim to engage and inspire all pupils to develop a love of music and develop their talent as musicians, and so reveal their self-confidence, creativity and sense of achievement. Music is an integral part of the school day with every assembly starting and ending with pupils listening to carefully selected musical performances. Throughout their time at Marazion School, every pupil will have the opportunity to perform for their peers and in front of a larger audience, to compose music individually or collaboratively as part of a group, critically engage with theirs and others compositions and listen, with discernment, to a range of different music from different cultures and time periods. Engaging with musical instruments is an important aspect of a musical education, therefore pupils are guided in using a range of instruments including percussion, stringed instruments and keyboard instruments. We believe that music is for everyone, to be enjoyed by all and encouraged in all. To this end, we think it is important to promote a range of different musicians that represent the diversity of our country and the wider world.

### **Marazion School Concepts and Skills Progression**

**NOTE:** Specifics in Concept/Knowledge content is an example of what may be covered but is neither exhaustive or statutory. However, all units will be covered in some form and statutory skills will be taught across all units. Writing and reading skills will also be taught when possible in units to provide meaningful contexts and real-world application.

### Skills Progression – Statutory Requirements for KS2

During KS2, 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.

#### KS2 Curriculum Content

- Move from musical repetition to reading musical notation through KS2 so by Y6 children can read and perform from staff notation.
- Perform individually or part of an ensemble weekly as part of singing assemblies.
- Progress through different tuned instruments including; glockenspiel, ukulele and keyboard.
- Compose music, using notation, with a progressive level of complexity to perform on tuned and un-tuned instruments.
- History of music to be continuously introduced through assemblies, with a focus on composers and performers with protected characteristics.
- History of music?
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### Skills Progression – Statutory Requirements KS1

During KS1, 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.

<p style="text-align: center;"><b>KS1 Curriculum Content</b></p>	<ul style="list-style-type: none"> <li>• Sing songs with varying pitches and challenging intervals.</li> <li>• Learn to play tuned instruments – glockenspiel</li> <li>• Learn to play un-tuned instruments – body percussion and samba instruments.</li> <li>• Learn the different musical families and what they sound like.</li> <li>• Listen to high quality recorded music.</li> <li>• Using instruments children compose and perform music either independently in small groups or collectively as part of a whole class.</li> </ul>
<p><b>Skills Progression – Statutory Requirements EYFS</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> <p><b>Non-Statutory Requirement EYFS (From development matters)</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
<p style="text-align: center;"><b>FOUNDATION STAGE Curriculum Content</b></p>	<ul style="list-style-type: none"> <li>• Perform to a live audience in a nativity performance.</li> <li>• Listen to, learn and join in with a variety of nursery rhymes and as the year progresses more complex songs.</li> <li>• Listen to a daily poem.</li> <li>• During playful learning and guided music sessions, have access to a range of percussion instruments to experiment with music making.</li> <li>• Listen to a range of music and regularly have music playing during playful learning.</li> <li>• Talk about the music they like and be able to express their opinion on a new piece of music.</li> </ul>