



# Bowling Park Primary School

Learning Together, Achieving Together



# Music

# Music Vision and Design

<b>Vision</b>	<p style="text-align: center;"><b>Responsible</b></p>	<p style="text-align: center;"><b>Confident</b></p>	<p style="text-align: center;"><b>Successful</b></p>
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> <li>• Having the life skills needed to access the next stage of their education</li> <li>• Listen to, respect and appreciate a wide variety of music</li> <li>• including that which has a specific purpose</li> <li>• Being able to work individually and as a team</li> <li>• Being responsible for instruments and taking care of them</li> <li>• Being reflective, evaluative and resilient</li> </ul>	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> <li>• Possessing a sense of pride, confidence and the ability to express themselves and perform confidently.</li> <li>• Seeing themselves as “Musicians’ with an understanding of the subject and that sense of purpose.</li> <li>• Having the vocabulary, sense of belonging and range of experiences needed to access the same opportunities as their peers.</li> </ul>	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> <li>• Being able to produce purposeful outcomes that showcase their creativity, talents and confidence. As well as portraying their inspirations.</li> <li>• Being able to confidently take part in conversations/musical experiences with their peers and others.</li> <li>• Being ready to take on the world in 21st century Britain.</li> <li>• Being able to confidently perform in a range of situations.</li> </ul>
<b>Design</b>	<p style="text-align: center;"><b>Igniting curiosity:</b></p>	<p style="text-align: center;"><b>Developing Skills</b></p>	<p style="text-align: center;"><b>Building aspiration</b></p>
	<p>We know all children are naturally curious and we want to give them the opportunity to explore the world around them and understand how music can make a difference to our lives. Nurturing children’s interests, talents, individuality and independence. Giving them the freedom to explore and investigate.</p>	<p>We use a range of practical tasks both inside and outside the classroom to enable all learners to experience the world of music. Children are given a range of opportunities to perform and play in and outside of school. The spiral curriculum also allows children to revisit and recap prior learning and enhance their skills and knowledge.</p>	<p>We learn how music affects society and how musicians make a difference in the world. This gives the subject value to learners and allows them to see themselves as the musicians of the future. Children are inspired by a range of performers/ experiences, and this helps them to see the purpose of the subject.</p>

# Music at Bowling Park

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## At Bowling Park Primary School, we are proud to:

- Celebrate a broad and diverse range of artists through our music curriculum.
- Explore different origins, gender, religions, genres, styles and the impact they have had on the world and the enjoyment that music can bring.
- Provide our pupils with regular opportunities to watch musicians, artists and creating inspiration, sparking curiosity and evoking emotions.
- Enable our teachers to develop and deepen children's use of terminology and understanding of the different elements of music.
- Express their ideas and thoughts about the world, as well as learning about musicians across cultures and through history.
- Equip the children with the tools required to question, compare and evaluate pieces of music confidently - giving their opinions respectfully, in a well-thought out and considered manner.

# Music Curriculum Coverage

Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
2	Hands, heart and feet	Ho ho ho	I wanna play in a band	Zoo time	Friendship time	Reflect, Rewind and Replay
3	Ukulele – 3NP	Glockenspiel 1 Ukulele – 3NP	Ukulele – 3SM	Three Little Birds Ukulele – 3SM	Ukulele – 3LR	Bringing us together Ukulele – 3LR
4	Mamma Mia		Glockenspiel 2		Lean on Me	
5	Fresh Prince of Bel Air		Living on a Prayer		Dancing in the streets	
6	Happy		You've got a friend in me		Music and Me	

Our music curriculum relies heavily on the Charanga music school scheme and follows the original scheme element of the programme. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music are woven through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising ,Musical Activities ,Warm-up Games ,Optional Flexible Games ,Singing ,Playing instruments ,Improvisation, Composition and Performing.

# Music in EYFS

The most relevant statements for Music from the EYFS framework are taken from the following area of learning:

## **Expressive Arts and Design: Being Imaginative and Expressive**

“Sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music”. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice which is evident at Bowling Park.



## Music in the EYFS at Bowling Park

Nursery: Begin to sing a large repertoire of songs, poems and nursery rhymes. Fill in missing words at the end of the line of a familiar rhyme or song. Understand how to listen carefully and why listening is important. Listen with increased attention to sounds. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Respond to what they have heard, expressing their thoughts and feelings. Listen carefully to rhymes and songs, paying attention to how they sound. Play instruments with increasing control to express their feelings and ideas.

Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about music expressing their feelings and responses.

# Our journey could lead your child to..

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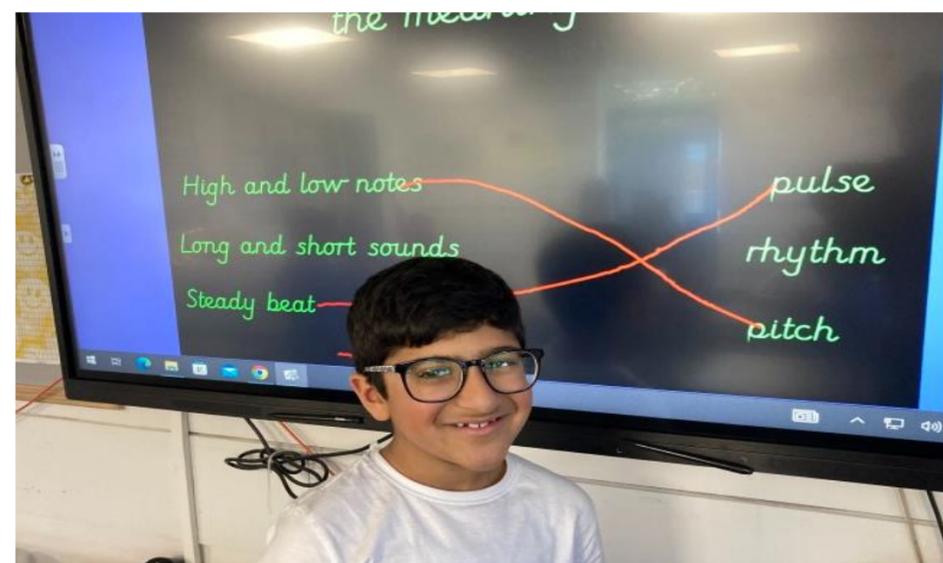
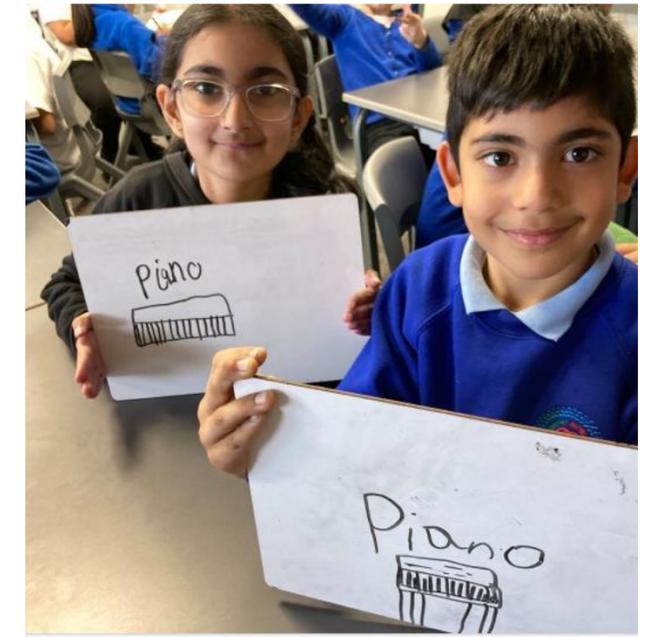
Here are some of the jobs you could  
aspire to do in the future as a musician:

<p>Musician</p> 	<p>Singer</p> 	<p>DJ</p> 
<p>Music teacher</p> 	<p>Producer</p> 	<p>Director/Composer</p> 

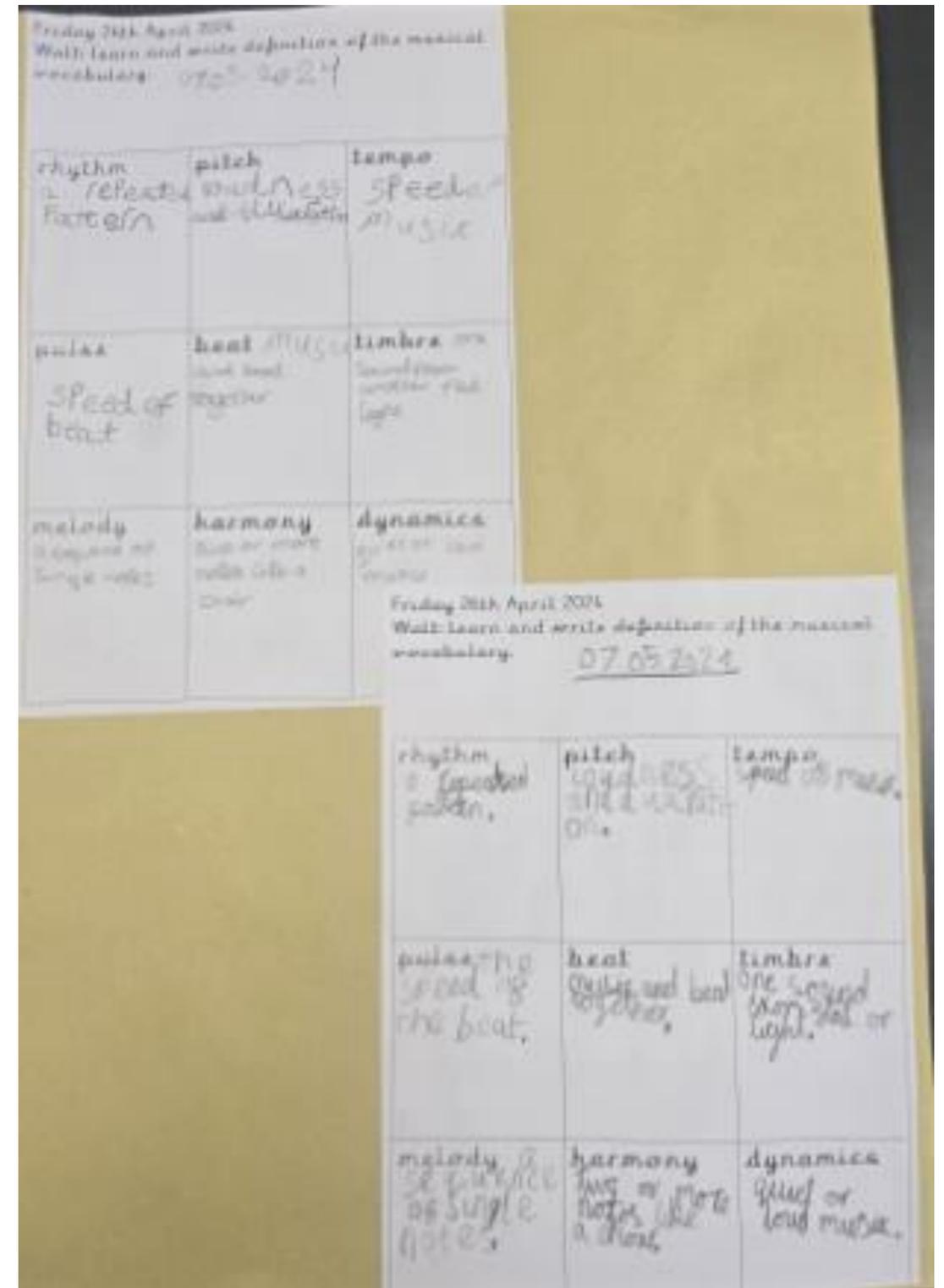
# Vocabulary Progression from EYFS to year 6

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Action, beat, clap, listen, instrument, loud, quiet, rhythm, scratchy, sing, smooth, sound, speed, volume, pluck, hit, blow, shake	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

# Examples of Work in Music



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## Enrichment opportunities

Christmas Concerts/Carol services – Parents invited to whole school assemblies.  
Year 1- also partake in a Christmas Carol concert in a care home.



Nativity- Year 1

The Big Sing- Year 5 children attending and whole school concert for parents and staff.



The Plumber Drummer – The plumber drummer is an alternative musician who uses drainpipes to create music. He uses simple rhythms to recreate popular songs with high energy that the children actively participate in.



Harvest festival singing assembly