



# MUSIC at Boxgrove

## Statement of intent

At Boxgrove we want all children to develop a life-long love of music and of learning music. Children will be engaged and inspired to be ambitious in their performing and show creativity in their improvisation and compositions. The spiral curriculum is incrementally sequenced so that knowledge and skills will build on previous learning and fundamental ideas are repeatedly revisited. Music at Boxgrove offers all children opportunities for listening and appraising, performing, improvising and composing. Music is a subject that by its very nature is already differentiated with children all playing different parts in, for example, a whole class ensemble. We want all children to be able to express their creativity and enjoy making music together, using different instruments, including their voice. We believe that participation in musical learning will have a direct impact on their well-being. Children will be able to express their thoughts and feelings and increase their self-confidence, creativity and sense of achievement.

## BIG IDEAS



- Each year group will study a different instrument throughout the year in order to gain a greater knowledge and understanding of each one as they progress through the key stages
- Outside providers, such as: RGS, singing teachers, Music Works, MTech, Rock Steady and peripatetic teachers
- PP children provided with funding to attend music lessons (Rock Steady)
- Teacher-run choirs in Key Stages 1 & 2
- Boxgrove's Got Talent to celebrate children's musical talents



## CONTENT & SEQUENCING

- Year R Voice
- Year 1 Untuned Percussion
- Year 2 Tuned Percussion
- Year 3 Ukulele
- Year 4 Strings (Violin/Cello)
- Year 5 Musical Theatre
- Year 6 Body Percussion

All year groups to enrich the children's learning using our SingUp music scheme and resource bank for music-making.



## LINKS WITH ENGLISH & MATHS

English: Lyric reading to practise fluency, phonics, listening and speaking skills - appraising pieces of music, increased vocabulary

Maths: Beats per second, pulse, rhythm, pattern finding, time signatures - number of beats in a bar, music notation



## RETRIEVAL PRACTICE

New concepts are taught using familiar songs or rhymes  
 Lyrics/melody - reciting/ playing songs, rhymes or chants  
 Voice types - whisper voice, louder voice, thinking voice (inner hearing)  
 Music styles - jazz, swing, rock etc.  
 Notation - minim, semiquaver etc.  
 Significant people - composers, singers, songwriters etc.



## PROGRESS

Units are carefully selected to ensure prior knowledge and concepts are built upon.  
  
 Pupil progress is teacher-assessed based upon skills acquired and developed further in each unit of learning.



## SUPPORT

CPD training available with Surrey Arts  
  
 Outside agencies provide professional and expert teaching