



KALEIDOSCOPE
Multi Academy Trust

Kaleidoscope Multi Academy Trust Music Curriculum

Intent

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality Music education providing the children opportunities to express themselves and to open their eyes to the world of music. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity experiencing the greatest music from history and the present day, and searching within themselves to explore and develop their own creativity.

We aim to

- Develop high quality musical skills. Opportunities will be planned to ensure pupils in all year groups have experience of developing these skills progressively. Specific skills will be explicitly taught as part of the learning process.
- Ensure the pupils acquire a rich musical vocabulary that they can use with accuracy.
- Develop young musicians who can communicate their understanding verbally and in practical form.
- Ensure they become proficient in singing and have opportunities to play musical instruments.
- Evaluate and analyse creative works using the language of music.
- Know about great musicians and understand the historical and cultural development of their musical forms.

The Charanga Music Scheme provides a progressive and broad range of musical skills and knowledge, which Kaleidoscope schools expect their children to know and remember. It is up to each school how this knowledge is conveyed, but Kaleidoscope have agreed the content and the core vocabulary that children will be expected to know and remember.

Early Years

In the Early years music is taught through the Being Imaginative and Expressive strand of Expressive arts and design. The children learn about the world around them in their play and by adult led activities.

They behave in a musical way when they:

- 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.

The following chart shows the key milestones for EYFS pupils.

Autumn	Spring	Summer
<p>Through the use of Charanga, the children will be given opportunities to:</p> <ul style="list-style-type: none"> • listen to, move to and talk about music (songs). • sing in a group. • explore music making. <p>Invite in a grandparent /parent who is a musician.</p>	<p>Through the use of Charanga, the children will be given opportunities to:</p> <ul style="list-style-type: none"> • express their feelings and responses to music (songs). • sing in a group or on their own. • explore and engage in music making. 	<p>Through the use of Charanga, the children will be given opportunities to:</p> <ul style="list-style-type: none"> • listen to, move to and talk about music (songs). • express their feelings and responses to music (songs). • sing in a group or on their own. • follow a melody. • explore and engage in music making.

Knowledge

Working Musically

As the pupils' progress through the curriculum they accumulate and connect both the substantive (facts) and disciplinary (music specific) knowledge.

Music is delivered through a series of modules spaced throughout the year with opportunities to revisit key concepts and disciplinary skills. This enables the children to embed learning in line with our pedagogical approach.

Each two year period will cover:	Listening	Appraising	Singing	Playing
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Key Vocabulary

Our Music curriculum is vocabulary-rich ensuring that the children gain a deep understanding of key musical vocabulary and terminology (tier 3 vocabulary). The MAT has agreed the following vocabulary should be learnt by the end each two year period- Y2/Y4/Y6 to allow for schools with mixed year or two year rolling programmes.

Musical Vocabulary for Years 1 and 2		Musical Vocabulary for Years 3 and 4		Musical Vocabulary for Years 5 and 6	
Audience	Pitch	Structure	Improvise	Bridge	Style indicators
Drums	Compose	Intro/introduction	Dynamics	Amplifier	Timbre
Fast and slow	Question and answer	Verse	Texture	Syncopation	Dimensions of music
imagination	Melody	Chorus	Solo	Note values	Hook
Keyboard	Glockenspiel	Tempo	Unison	Note names	Riff
Perform	Loud and soft	Bass	Musical style	Strings	By ear
Pulse	Minim	Guitar	Lyrics	Piano	Ostinato
Rhythm	Crotchet	Electric guitar	Choreography	Cover	Phrases
Singers	quaver	Backing vocals	Notation	Harmony	Recognise notes on a staff (with names above)
Trumpets		Crescendo	Piano	Pentatonic scale	
		diminuendo	Percussion	Treble clef	
		Piano	Rest	Bass clef	
		forte	Stave		
			semibreve		
			bars		
Suggested composers and musicians to be aware of:					
<i>Vivaldi</i>	<i>Mozart</i>	<i>Beethoven</i>	<i>Tchaikovsky</i>	<i>Saint Saens</i>	<i>Elgar</i>
<i>The Beatles</i>	<i>Led Zeppelin</i>	<i>Queen</i>	<i>Spice Girls</i>	<i>Alesha Keys</i>	<i>Ed Sheeran</i>

Learning Organisers

See document 'Kaleidoscope MAT Music Curriculum Learning Organiser'

Learning organisers are used:

- to convey the core knowledge in one place
- as a reference/starting point for staff (some schools may adapt the layout but key concepts and vocabulary must be learnt)
- to support questioning and retrieval
- in books to support participation of pupils
- to highlight key tier 3 subject specific vocabulary
- to support parents understanding of what their children are learning (for some topics)

Implementation

Our Music curriculum is taught in each year group in modules that enable pupils to study in depth key musical understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Impact

The impact of our curriculum is measured informally through quizzes, discussions and observations of pupils. It is measured more formally through teacher assessment against the Key Milestones.

Key Milestones

Kaleidoscope has produced key milestones for each pair of years (Y2/Y4 and Y6) so that staff are clear whether pupils are performing at the expected standard. The key vocabulary is clearly identified in the Learning Organisers.

Subject leaders will:

- Conduct pupil conferencing where pupils will be measured against the key milestones and will use musical vocabulary, talk about musical concepts and skills and explain how learning builds on previous knowledge.