

Curriculum Statement for Music

INTENT - What do we aspire for our children?

'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

National Curriculum, 2014

'Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.'

DFE Model Music Curriculum, 2021

Our Rationale for Music:

At Hotwells we follow the [National Curriculum for Music](#) and, alongside this, we aim to ensure that all pupils:

- Deepen the understanding of the seven inter-related dimensions of music: pitch, tempo, dynamics, tempo, texture, timbre, structure.
- Develop musical skills and an understanding of genre and chronology progressively.
- Connect with each other through collaborative learning and performances.
- Retrieve, deepen and apply musical knowledge.
- Nourish a broad and deep appreciation for musical diversity.
- Have their musical capital nurtured through co-curricular activities because music is a right for us all.

Our Aims for Music at Hotwells:

At Hotwells Primary, we foster a love and understanding of music through listening, appraising, performing and composing. Music making encourages children's personal expression and emotional development on both an individual and group level. It promotes appreciation of the richness and diversity of genres and cultures. Music celebrates our differences and unites us, connects us with our world, each other and ourselves. It triggers the release of feel-good chemicals into our brains, helps with concentration and affects how we feel. Music is good for us!

At Hotwells, our overarching aims are:

We are Ambitious:

- Musical knowledge is developed through an aspirational curriculum which is accessible to all pupils.
- A focus on learning and using terminology ensures children know, remember and express more.
- We aim to give children a knowledge and understanding of music which will foster a lifelong love of it.

We are Creative:

- Our curricular and co-curricular offers give our children experiences which create lasting memories.
- Singing, composing and playing on an individual, group and school level are at the heart of Music at Hotwells Primary.
- Performance experiences from Reception through to Year 6 enable children to become confident and collaborative performers.

We are Local Citizens:

- Our curriculum shines a spotlight on Bristol's aviation and maritime heritage with 'Air' and 'Water' units.
- We collaborate with schools across our Trust and Bristol through taking part in concerts as both performers and audiences.
- Children learn about local composers and performing and being in Bristol's unique venues.
- Hosting events and performing for the local community, for example, our Key Stage 2 Musical.

We are Global Citizens:

- Our curriculum spans continents and genres, allowing children to connect their world through music.
- Geography and History knowledge is deepened through connecting with different places and periods.
- We aim for our children to listen with appreciation, respect and empathy; to stand united in celebrating differences.

What will our children learn at Hotwells?

The Bristol Music Curriculum we follow is organised into units with each focusing on a particular musical theme: **Rhythm, Pitch, Chronology or Performance**. Our curriculum follows a spiral structure: knowledge of the seven interrelated dimensions of music, genre and chronology is built upon within units and progressively over the year groups with increasing degrees of challenge and complexity. Under each unit's theme, there will be a focus on **Singing, Listening, Memory, Movement, Notation, Composition, Playing and Performance**. The Bristol Music Curriculum is relevant and exciting, deepening knowledge within a meaningful framework.

Long Term Overview: Sequence of Units

	Autumn Unit	Spring Unit	Summer Unit
Reception	Musical Moments	Calypso: Minibeasts	Handa's Surprise
Year 1	Air: Weather, Balloons	Rhythm: Animals	Pitch: Native American
Year 2	Water: Bristol at Sea	Chronology: Introduce	<i>Revisit Handa's Surprise</i>
Year 3	Air: Balloon Fiesta	Junk Percussion	Pitch: Canadian Songs
Year 4	Water: Sea Music	Indian Music / WCET	Chronology: Deepen
Year 5	Water: Sea Shanties	Rhythm: Samba	Pitch: 3 Traditions
Year 6	Air: Flying Machines	Rhythm: Trains	Chronology: Shakespeare

You can view our skills progression document, which also highlights the focus of that unit, [here](#). You can also read about the narratives used in each unit to teach the knowledge [here](#).

Diversity:

At Hotwells, we are working towards removing biases, stereotypes and false narratives in Music Education. Alongside the musicians and genres woven into the curriculum, we seek to expose children to a wide range of musical tastes from different cultures. We strongly believe that engaging children with musicians who look like them, have similar experiences, and come from similar backgrounds is a great source of inspiration and empowerment.

IMPLEMENTATION - How will we deliver the curriculum?

We follow the Bristol Music Curriculum: Get On Board which is used across Bristol and its surrounding areas. The Bristol Music Curriculum has been developed in consultation with teachers and in partnership with schools. More information about the Bristol Music Curriculum can be found [here](#).

What will Music look like in EYFS?

In addition to two Bristol Music Curriculum units, we follow a child-led curriculum based around children's interests and needs. Through Expressive Art and Design children are taught to:

- 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.
- Experience playing a range of tuned and untuned instruments.
- Take part in group performances.

What will Music look like in Key Stage 1 and Key Stage 2?

The Bristol Music Curriculum provides:

- A broader musical objective which is taught through a sequence of lessons based on smaller, stepping-stone objectives: e.g. *To compose a soundscape and notate as a graphic score* could be reached through children first listening to sea shanties and learning about their origin before performing a selection in one and two parts with expression and accuracy.
- Learning objectives which show substantive and disciplinary skills e.g. *To explore the origin of sea shanties* by being able *to feel the pulse and clap rhythms at various tempi*.
- Immersive and engaging lessons which make good use of a wide range of available resources, including instruments, song banks and video clips.
- Lessons build on previously learned musical knowledge and children's experiences.
- A focus on learning musical terminology through explicit opportunities to learn key technical terms linked to each unit. Children should be able to describe what they are hearing using precise language.
- An element of individual, group and class learning and performance.
- Children are empowered to compose and improvise within a structured environment.

- A final performance where children collaborate to compose, practise and perform as a group or class.
- Accessible activities for all including SEND, Disadvantaged Pupils and EAL learners.
- Differentiated support when learning whole-class instruments: e.g. simplified or reduced number of notes or chords.
- Rhythm Cards may also be used to support and extend understanding.

Curriculum Enrichment:

- Our children become confident singers through weekly singing assemblies, singing a rich variety of songs in unison, parts and rounds.
- Our curriculum ensures our children grow as self-assured performers and interpretive audience members. Whole-classes have opportunities to learn an instrument, including djembe drums and ukulele.
- Children can also learn a range of instruments in one-to-one and small-group lessons with qualified, experienced teachers.
- Children are taught to become powerful, inquisitive listeners through the 'Minute of Listening' project.
- Children have opportunities to perform alongside children from other schools in concerts at large Bristol venues, such as Bristol Beacon, Bristol Cathedral and St. George's.
- Children also experience being an audience member at a performance or concert at one of these venues which are local to our school.
- Musicians have opportunities to perform in orchestra workshops and concerts run by Bristol Plays Music and the Cathedral Schools Trust Junior Orchestra.
- Children can also play their instruments alongside the Hotwells Music Group at our Key Stage 2 Carol Concert – a truly inter-generational orchestra.
- Children also can perform at the start of class music lessons, in assemblies and other performances.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate that our children can:

- Talk about their learning with enthusiasm.
- Talk about the skills they have learned in different areas.

- Demonstrate how they build upon previous knowledge.
- Be enthused by music and have the confidence to express themselves creatively.
- Talk about how music connects to people and places.

High quality outcomes:

Children are excited to learn music at Hotwells Primary and enjoy lessons. They learn with their class teacher or dedicated BG10 (HLTA) staff.

The number of children learning instruments is rising and we hope to continue this trend as well as diversify the instruments we offer lessons in.

Our children are proud performers who rise to the challenge of performing both indoors and outdoors. They engage with the production and show brilliant 'performance etiquette' when it counts.

Parents give very positive feedback about our performance events - from the first Nativity Songs to the Key Stage 2 Musicals in Year 6.

Achievements are celebrated in assemblies, lessons and at concerts. By building in increasing connections with local group and independent musicians, we aim to entice children into starting their musical journeys in all forms.