

# MUSIC AT HORRINGER COURT

To enable children to foster enjoyment of music through composing, performing, listening to and appraising music from a wide range of cultures, styles and genres.



## BIG IDEAS

- Composing: be creative, developing the complexity and impact of the sounds created. Performing: play instruments with increased control and awareness of the ensemble. Listening and appraising: listen with attention to a wide range of music and develop accurate vocabulary to describe, compare and give opinions



## CONTENT & SEQUENCING

- Playing skills are developed from simple rhythmic layers, to more complex, syncopated patterns, pitched instruments are used to play melodies and chords to accompanying songs, and voices are used in unison, parts and to create effects. Composing skills are developed from simple 4-beat rhythms to song writing. This includes creating music for different stimuli, including more complex structures and musical features, developing expression and using different resources, e.g. keyboards and ICT Listening and appraising are developed through regular listening, with musical vocabulary introduced and reinforced through games and activities. Graphic scores are used as well as visual aids. Live performances are always evaluated – peers, self and teacher, to develop vocabulary and awareness of musicality.



## LINKS WITH ENGLISH & MATHS

- Musical vocabulary is main feature of all lessons.
- Written work reinforces musical vocabulary.
- Number and fractions



## RETRIEVAL PRACTICE

- Retrieval Practice Constant building on previous learning through each 6-9-week unit.
- Use of notation booklets to develop and reinforce pitch and rhythm notation, often used as a starter.



## PROGRESS

- Units of work are sequenced to build on and reinforce previous learning. Questioning is key to music lesson. Use of timeline display.
- Sharing and performing of music, with feedback for improvements. Each unit has written feedback and targets.
- Use of Trust assessment grid.



## SUPPORT

- All pupils can access music. Where necessary some activities are modified, specifically written work.
- Many activities are differentiated by outcome and others can be set up so the role a pupil plays meets their needs.