

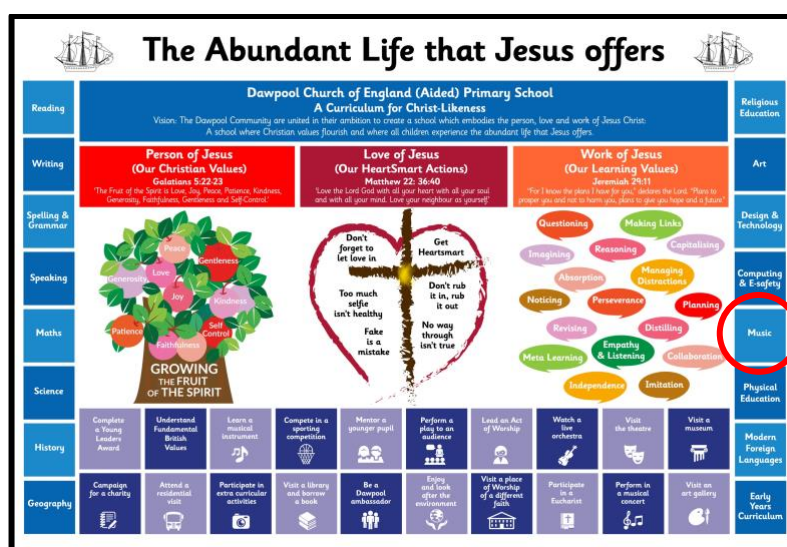


DAWPOOL

Dawpool C.E. (Aided) Primary School

A Dawpool Musician

Music



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers.**'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is Music Important?

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Dawpool's Vision for Music

On completion of the Music curriculum at Dawpool, pupils will have:

- *Explored and created new ideas in music and performed with confidence.*
- *Played a musical instrument and sang with control and expression.*
- *Good awareness and appreciation of different musical styles and genres.*
- *Listened thoughtfully and used musical vocabulary to articulate their responses to music.*
- *Developed an understanding of the elements of music.*
- *A knowledge of composers and musicians from different points in history.*
- *Accessed further music opportunities outside of the classroom.*
- *An enjoyment of music.*

National Curriculum for Music

The National Curriculum for Music at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

Early Years Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of



their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goal (ELG): Expressive Arts & Design

ELG Performing

Children at the expected level of development in the Early Years will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time to the music;
- Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

A Year 1 Musician at Dawpool

- I can use my voice to sing songs and chant rhymes.
- I can play tuned and untuned instruments musically.
- I can create short rhythmic patterns.
- I can combine sounds with my voice and with instruments.
- I can copy short rhythmic and melodic patterns.
- I can make a sequence of sounds.
- I can respond to different moods in music.
- I can say whether I like or dislike a piece of music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play and sing.
- I can move to the pulse.

A Year 2 Musician at Dawpool

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can compose simple rhythmic patterns.
- I can recognise changes in tempo.
- I can order sounds to create a beginning, middle and an end.
- I can create music in response to different starting points.

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



- I can choose sounds which create an effect.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.
- I can listen out for particular things when listening to music.
- I can improve my own work.

A Year 3 Musician at Dawpool

- I can sing a tune with expression.
- I can use different elements in my composition.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can recognise different styles of music.
- I can improve my work; explaining how it has been improved.

A Year 4 Musician at Dawpool

- I can create chord sequences on my ukulele.
- I can compose melodies.
- I can create accompaniments for tunes using different chords.
- I can combine different sounds to create a specific mood or feeling.
- I can sing songs from memory with accurate pitching.
- I can improvise using repeated strumming patterns.
- I can use notation to record my compositions.
- I can play simple notated tunes.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character of a piece of music.
- I can identify and describe the different purposes of music.
- I can begin to identify various styles of music, e.g. pop, classical, jazz, Chinese.
- I can perform solos and in ensembles.
- I can understand the history of the ukulele.

A Year 5 Musician at Dawpool

- I can breathe in the correct place when singing.
- I can maintain my part whilst others are performing their part.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can improvise within a group using melodic and rhythmic phrases.
- I can change sounds or organise them differently to change the effect.
- I can compose music which meets specific criteria.
- I can use my music diary to record aspects of the composition process.
- I can choose the most appropriate tempo for a piece of music.
- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can suggest improvement to my own work and that of others.

A Year 6 Musician at Dawpool

- I can sing in harmony with increasing confidence.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)