



MUSIC AT NEWTON



INTENT: Music at Newton intends to engage and inspire pupils to develop a love of music as well as their knowledge, understanding and talent as musicians. This in turn will increase children’s self-confidence, creativity and sense of achievement. We also recognise that Music has a significant positive impact on mental and emotional wellbeing and as children progress through the curriculum, they will benefit from the confidence, happiness and enjoyment that it brings. Over time, children will be exposed to a carefully curated musical canon that allows them to both compose and to listen with discrimination as they develop a critical appreciation of some of the world’s greatest musical compositions.

IMPLEMENT: Music at Newton is based on **the Sparkyard Music Curriculum (Out of the Ark)**. It uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage. Each unit is organised into progressive steps that are sequenced in ways to support the most effective learning.

LEARNING OVERVIEW

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Juniper and Willow Classes)

EYFS Children in EYFS will undertake learning and activities related to the **content** of the Year 1 Music curriculum (see unit plans for detail) but being consistent with EYFS pedagogy and underpinned by the focuses from EYFS Framework/Development Matters.

Reception Expressive Arts and Design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG – Being Imaginative and Expressive

- 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.

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

JUNIPER

Year cycle (A/B repeats)	Move to the Beat	Exploring Sounds	High or Low?
WILLOW Cycle A	Time to Play	Painting pictures with sound	Sing, play, notate!
WILLOW Cycle B	Hear it, play it – exploring rhythmic patterns	Musical Moods and Pictures	Patterns with Pitch – exploring pitch and melody
OAK Cycle A	Exploring rhythmic Layers	Musical effects and Moods	Celebrating Songs
Oak Cycle B	We've got rhythm – rhythmic devices and structure	Music and Words	Song ingredients – Exploring melody, harmony and lyrics
Oak Cycle C	Playing with rhythm – Playing together and rhythmic structures	Musical Contrasts	Melody builders – exploring melodies and song structures

IMPACT (End Goals)

See supplementary document: Sparkyard Curriculum Music Curriculum Overview

KS1	KS2
<p>Children will be able to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music

<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
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ASSESSMENT

Learning in Music is seldom recorded on paper, but where it is so, it can be found in Music folders. It may also be found - typically in the younger years – as a part of a class learning journey where adults might capture learning as scribed oral contributions from pupils, or photographs or other observations/commentary.

Teachers assess learning in number of ways: by making observations of the children working during lessons, listening to their responses and ideas and judging how they participate. Teachers assess the work against prescribed learning objectives linked to each lesson and according to the assessment objectives listed above. All these assessment tools help teachers to reach a judgement as to how well the unit content has been learnt ie. do children know, remember and can do the things we have been teaching them? While it is crucial that the teacher then acts on the outcomes of this assessment so that it informs future learning, it also provides a snapshot summary identifying who is on track, who is not there yet and who is out in front.

