



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
MUSIC - Improvising	EYFS	“Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.”	Beat (T2) Rhythm (T2) Freedom (T2)
	KS1	“Experiment with, select and combine sounds using the inter-related dimensions of music.”	Scale (T2) Creativity (T2) Combine (T2)
	KS2	“Improvise music for a range of purposes using the inter-related dimensions of music.”	Melody (T2) Pentatonic (T3) Phrasing (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.

- ✓ **Respect**
- Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- Democracy.
- ✓ The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate an understanding of how to improvise music using the inter-related dimensions of music that they have learned through singing, listening, and improvising. Children will increasingly develop the musical skills to create increasingly advanced compositions that show their increasing understanding of the inter-related dimensions of music. Children may understand how to communicate their musical intentions by improvising using scales, form and structure. Through the understanding of music, pupils may develop a greater understanding and appreciation of British values and culture helping them to develop a greater appreciation and understanding of the world around them.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will demonstrate their understanding of music improvisation by recording the performance of them or performing in productions, school concerts and assemblies. Some children may learn to improvise using scales, form and structure. Improvisations may be used to showcase the development of musical skill throughout the school through recording, which are published on the school website.

What sequence of activity and pedagogy will be undertaken?

EYFS: Understand how to investigate producing and organising sound using our own rules.
Year 1: Understand how different instruments sound when we make up musical passages that they play together.
Year 2: Understand the effect of combining instruments and use rules to make up our own music.
Year 3: Understand how to use structures notes and simple note lengths whilst improvising.
Year 4: Understand how to use structures notes, and note lengths to semi-quavers, whilst improvising.
Year 5: Understand the basic formula of an improvisation and change notes at the right time.
Year 6: Understand the formula of an improvisation change notes at the right time whilst playing with attention to instrumental timbres, techniques, and structural texture.
Mastery: Understand the formula of an improvisation. Change notes at the right time in accordance with the chord changes. Play with equal attention to the instrumental timbre, technique, and structural texture.

IMPACT

What knowledge will the children have embedded?

Children will be able to improvise music based on increasingly complex criteria. Children will develop a detailed knowledge of the inter-related musical language that relates to improvisation for their age group. Some children will also be able to improvise over chord changes playing with a good sound, technique and awareness of the structure of their improvisation (e.g. 12 bar blues). These children will be able to express musical ideas spontaneously and understand that improvisation is to music what speaking is to language.

What retention may be demonstrated?

Here are some example questions that may be used to assess children’s understanding.

EYFS: Can you show me what a rhythm is? Can you move to the beat of the music?
KS1: Can you combine the notes of a scale with rhythm? Can you create different orders of notes and rhythms?
KS2: Can you improvise using the notes in a pentatonic scale and create an interesting melody? Does the phrasing of your improvisation help the melody to sound good to the listener?



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