

**Music**

**Purpose of Study:**

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. The national curriculum for Music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

**KS1 Pupils should be taught:**

Pupils should be taught to:

- 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 highquality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

**KS2 Pupils should be taught:**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Pupils should be taught to: 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 inter-related dimensions of music
- 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

**Intent**

The intention at Anderton Primary School is firstly to help children feel they are musical and develop a lifelong love of Music. We focus on developing skills, knowledge and understanding that children need to become confident listeners, composers and performers. Our curriculum exposes children to music from different eras, cultures and styles. It teaches children to respect and appreciate the music that they hear and the opinions of others when appraising music. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to the music that they hear. They will develop an understanding of history and cultural concepts through Music and will learn how Music can be recorded and written. Children will learn skills such as team working, cooperation, problem solving, presentation and performance skills. All of which are transferable to their general lives inside and outside of school. At Anderton we have developed a curriculum for music that explores a wide range of musical genres and aims to instil a love of music. We use the Charanga scheme to support our music curriculum, this enables pupils to meet end of key stage expectations outlined by the National Curriculum.

### **Implementation**

To ensure high standards of teaching and learning in Music, we deliver a unit of work comprising of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
3. Performing

Each unit combines these strands to create an engaging and enriching learning experience. Children will be taught to sing fluently, confidently and expressively. They will be taught to play tuned and untuned instruments accurately and with control. They will learn to identify and name the interrelated dimensions of Music; pitch, duration, tempo, timbre, structure, texture and dynamics. There are many children who take part in individual lessons learning to play the guitar, keyboard and violin. At Anderton Primary School we use Lancashire Music Service to provide whole class tuition of the Ukulele. We follow the model as outlined by the Charanga Scheme which is a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress by facing more complex tasks and completing simple tasks better as well as developing understanding and knowledge of the history of music, notation and a deeper understanding of the interrelated dimensions of music. Each lesson, pupils actively participate in musical activities taken from a range of styles and traditions. They appraise, share their thoughts and ideas about the music they have heard as a whole class developing their musical skills. Lessons include a range of teaching approaches such as paired work, group work and independent tasks. Lessons are practical and incorporate movement and dance elements as well as allowing teachers to make cross curricular links too. Teachers have access to a range of percussion and non-percussion instruments. All teachers have access to the Charanga scheme where they are able to access videos and documents to support their subject knowledge. This provides relevant support and ongoing CPD for those teachers less confident in teaching Music. The Charanga Scheme is used at Anderton Primary School to ensure teachers feel confident and supported with their teaching however we also use content linked to other areas of the curriculum.

### **Impact**

The impact of the curriculum at Anderton Primary School can be monitored through both formative and summative assessment opportunities. Each unit provides guidance for teachers in assessing pupils against learning objectives and highlights the expectation for those working at the expected standard and those working at greater depth. There are knowledge organisers for each unit which provides support for pupils with key learning visuals which encourage recall of practical skills, key knowledge and vocabulary. After the implementation of the curriculum at Anderton pupils should leave the school equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music.

### Key Concepts (Curriculum Overview)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	Nursery rhymes and using instruments		Traditional Australian and Aboriginal music		African Music	Ukulele Whole Class Tuition	
<b>Spring</b>		Exploring our World		Great British bands			Motown Music
<b>Summer</b>			Classical Music (Vivaldi's Four Seasons)		Eurovision hits		

### Skills and Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively.		<p>To find their singing voice and use their voices confidently.</p> <ul style="list-style-type: none"> <li>• Sing a melody accurately at their own pitch.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> </ul>		<p>Sing with confidence using a wider vocal range.</p> <ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases).</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>		<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <ul style="list-style-type: none"> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Sing with expression and rehearse with others.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice</li> </ul>	

Listening, memory and movement.		<p>Recall and remember short songs and sequences and patterns of sounds.</p> <ul style="list-style-type: none"> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify different sound sources.</li> <li>• Identify well-defined musical features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create sequences of movements in response to sounds.</li> <li>• Explore and chose different movements to describe animals.</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>• Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <ul style="list-style-type: none"> <li>• Create dances that reflect musical features.</li> <li>• Identify different moods and textures.</li> <li>• Identify how a mood is created by music and lyrics.</li> <li>• Listen to longer pieces of music and identify features</li> </ul>
Controlling pulse and rhythm		<p>Identify the pulse in different pieces of music.</p> <ul style="list-style-type: none"> <li>• Identify the pulse and join in getting faster and slower together.</li> <li>• Identify long and short sounds in music.</li> <li>• Perform a rhythm to a given pulse.</li> <li>• Begin to internalise and create rhythmic patterns.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<p>Recognise rhythmic patterns.</p> <ul style="list-style-type: none"> <li>• Perform a repeated pattern to a steady pulse.</li> <li>• Identify and recall rhythmic and melodic patterns.</li> <li>• Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <ul style="list-style-type: none"> <li>• Improvise rhythm patterns.</li> <li>• Perform an independent part keeping to a steady beat.</li> <li>• Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>• Subdivide the pulse while keeping to a steady beat.</li> </ul>
Exploring sounds, melody, and accompaniment.		<ul style="list-style-type: none"> <li>• To explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Identify how sounds can be changed.</li> <li>• Change sounds to reflect different stimuli</li> </ul>	<p>Identify ways sounds are used to accompany a song.</p> <ul style="list-style-type: none"> <li>• Analyse and comment on how sounds are used to create different moods.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Explore and select different melodic patterns.</li> <li>• Recognise and explore different combinations of pitch sounds.</li> </ul>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>
Control of instruments.		<p>Play instruments in different ways and create sound effects.</p> <ul style="list-style-type: none"> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>	<p>Identify melodic phrases and play them by ear.</p> <ul style="list-style-type: none"> <li>• Select instruments to describe visual images.</li> <li>• Choose instruments on the basis of internalised sounds</li> </ul>	<p>Identify and control different ways percussion instruments make sounds.</p> <ul style="list-style-type: none"> <li>• Play accompaniments with control and accuracy.</li> <li>• Create different effects using combinations of pitched sounds.</li> <li>• Use ICT to change and manipulate sounds.</li> </ul>

Composition		<ul style="list-style-type: none"> <li>• Contribute to the creation of a class composition.</li> <li>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>	<p>Create textures by combining sounds in different ways.</p> <ul style="list-style-type: none"> <li>• Create music that describes contrasting moods/emotions.</li> <li>• Improvise simple tunes based on the pentatonic scale.</li> <li>• Compose music in pairs and make improvements to their own work.</li> <li>• Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs or small groups.</li> </ul>	<p>Identify different starting points or composing music.</p> <ul style="list-style-type: none"> <li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>• Write lyrics to a known song.</li> <li>• Compose a short song to own lyrics based on everyday phrases.</li> <li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</li> </ul>			
Reading and writing notation		<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul>	<p>Perform using notation as a support.</p> <ul style="list-style-type: none"> <li>• Sing songs with staff notation as support.</li> </ul>			
Performance skills		<ul style="list-style-type: none"> <li>• Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> <li>• Perform with awareness of different parts.</li> </ul>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>			
Evaluating and appraising		<ul style="list-style-type: none"> <li>• Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions</li> </ul>	<p>Improve their work through analysis, evaluation and comparison.</p>			
<b>Vocabulary</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

		Pulse Rhythm Pitch Tempo Faster Slower Longer Shorter	Pulse Beat Rhythm Pitch Texture Tempo Dynamics Timbre Structure Notation Contrast	Pulse Beat Rhythm Pitch Texture Tempo Dynamics Timbre Structure Notation Composition
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