



All Saints Church of England Primary School
Wigston Magna

Subject Leadership



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Music



2022-2023

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Intent

Vision and Aims

Music enables pupils to be creative and expressive, and develops their listening skills and ability to analyse. Pupils will be exposed to a wide variety of musical genres, which broadens their experience, and allows them to understand others from different cultures and historical periods.

In their own performance, pupils will develop confidence and a sense of pride in their achievements and involvement with the community. They will learn technical skills, both in the playing of musical instruments and in the reading of musical notation.

Pupils will develop their ability to work in a team by playing in ensembles. Not only will they learn from their own creativity, but from the contributions of others. They will learn the transferable skill of critical analysis, developing opinion and giving feedback to others. This will enable them to be active contributors to the wider community.

Music crosses linguistic barriers; children will learn to appreciate work from other cultures, and be able to communicate with others through the medium of music. This will further enable children with SEN to express themselves in an alternative manner.

Classes are timetabled for a weekly session of 45-minute duration, following Leicestershire music, a detailed educational programme which adheres to the skills, knowledge and attitude needed to be taught to aid progression in Music. Singing of hymns supports the Christian ethos of the school.

Music is appreciated and valued in this school as it enhances the welfare of all and promotes a sense of enjoyment and well-being.

<https://www.allsaintscofe.leics.sch.uk/page/?title=Curriculum&pid=2>

Coverage

Each Unit of Work comprises the of 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
 - g. Performing

Musical Progression:

The musical progression through KS1 and KS2 is shown through the Leicestershire music scheme of work.

Each half term the children focus on a different element of music; pulse, voice, rhythm, pitch, Technology, Structure & Form and 20th Century Music.

Each year builds on the work taught in the previous year, each element is gradually developed and scaffolded to allow progression of understanding, vocabulary and skills.

Units of work:

Unit 1 – pulse

EYF5	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.	
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.
Year 3	I can sing and play confidently and fluently, maintaining a steady pulse.	I can maintain a part in a piece / rhythm game consisting of two or more parts.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.
Year 4	I can sing and play confidently and fluently, maintaining an appropriate pulse.	I can follow and lead simple performance directions. (eg call and response patterns)	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.
Year 5	I can maintain a strong sense of pulse throughout pieces with and without syncopation	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	I can maintain an independent part in a group when singing or playing.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.
Year 6	I can maintain a strong sense of pulse and recognise when going out of time.	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.	I can share opinions about own and others' music and be willing to justify these using musical vocabulary.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

Unit 2- Voice

EYFS	I can sing songs, which contain a small range of notes (2 or 3 notes for example)	I can take turns when singing and be a good listener.	I can perform actions to accompany songs (move like a snake, etc.)
1	I can follow performance instructions, including starting and stopping with accuracy.	I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	I can recognise and represent higher and lower sounds using graphic notation.
2	I can sing, with accuracy, within a range of notes.	I can follow and use performance instructions. including, starting, stopping, dynamics and tempo.	I can recognise and demonstrate the link between pitch and shape using graphic notation.
3	I can sing fluently.	I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)	I can hear a melody and create a graphic score to represent it.
4	I can sing with an awareness of my breathing and pronunciation.	I can sing fluently with confidence.	I can use standard or graphic notation to create a melody.
5	I can sing and maintain an independent part.	I can experiment and perform sounds made by my voice.	I can follow and perform a vocal piece using a graphic / notated score.
6	I can experiment with and refine sounds with my voice.	I can maintain a part in a performance with my voice.	I can create and perform a vocal piece by following a graphic / notated score.

Unit 3-Rhythm

ENFS	I can explore rhythm through play	I can create rhythms and suggest symbols to represent rhythms	I can keep a steady pulse with some accuracy while playing	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns
Year 1	I can begin to play rhythmic patterns found in speech	I can confidently copy given rhythms	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work
Year 2	I am beginning to recognise rhythmic patterns found in speech	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm		I can use graphic notation to record rhythms	I can offer comments about others' work and accept suggestions from others
Year 3	I can listen and copy rhythmic patterns	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate I understand the differences between pulse and rhythm through playing an instrument	I can create graphic notation to represent rhythm.	I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can create simple rhythmic patterns	I can confidently maintain an independent part when playing an instrument in a small group	I can play confidently and fluently maintaining an appropriate pulse	I can aurally identify, recognize, respond to and use musically basic symbols including Western notation	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others
Year 5	I can use a variety of timbres and techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument in a small group		I can respond to and use musically basic symbols including Western notation	I can critique my own and others' work and justify the comments
Year 6	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)		I can follow staff and other notations while playing short passages of music	I can critique my own and others' work, offering specific comments and justifying these.

Unit 4 – Pitch

ETPS	I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can sing broadly in tune with a limited pitch range	I can create music, and suggest symbols to represent sounds	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	
Year 1	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work	
Year 2	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate	I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.	
Year 3	I can sing fluently.	I can begin to create simple rhythmic patterns, melodies, and accompaniments	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range	I can offer comments about my own and others' work and accept suggestions from others	
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can create simple rhythmic patterns, melodies, and accompaniments	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.	Share opinions about own and others' music and be willing to justify these.
Year 5	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.	I can critique own and others' work, offering specific comments and justifying these.

Unit 5 – Music Technology

EYFS	To explore and change sounds and music through play and technology.	To comment and respond to recordings of own voice, other classroom sounds.	To create music and suggest symbols to represent the sounds.	To begin to demonstrate an understanding of musical structure
Year 1	To use technology to create and change sounds.	To demonstrate an understanding of musical structure	To comment and respond to recordings of own and other's compositions.	
Year 2	To experiment changing and combining sounds, through technology.	To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.	To demonstrate a deeper understanding of musical structure, through discussing musical structure.	
Year 3	To use technology to create, change and combine sounds.	To recognise and use basic musical structure.	To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.	
Year 4	To use voice, sounds, technology and instruments in creative ways.	To recognise, respond and use basic musical structure.	To comment about own and other's music, with a focus on the structure used.	
Year 5	To use voice, sounds, technology and instruments in creative ways.	To use and identify key features of basic musical structure.	To comment on and evaluate the features of own and other's music, with a focus on the structure used.	
Year 6	To use a variety of musical devices when making music to include timbres, textures, techniques etc.	To create music which demonstrates an understanding of structure and discuss the choices made.	To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.	To share opinions about own and others music and be willing to justify these, using technical vocabulary.

Unit 6 – 20th century music

EYFS	To comment and respond to recorded music from different traditions, genres, styles, and times.			
Year 1	To listen to recorded music, and use one element, from different traditions, genres, styles, and times.			
Year 2	To listen to and use features of recorded music from different traditions, genres, styles, and times.			
Year 3	To listen to and use features of recorded music from different traditions, genres, styles, and times.			
Year 4	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To demonstrate quality of key musical skills and elements.		
Year 5	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.	To critique own and other's work offering specific comments and justifying these.
Year 6	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.

Implementation

The national curriculum says:

...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.

Expected musical learning for the end of Key Stage 1:

...listen with concentration and understanding to a range of high-quality live and recorded music.

Expected musical learning for the end of Key Stage 2:

...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.

From an early age the foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves.

The Leicestershire Music scheme of work is a comprehensive resource that has written plans for each unit of work, showing the progression of skills and the prior learning.

It has teaching slides and resources already prepared which means that all teachers are equipped to confidently implement the scheme ensuring that all children receive a good quality of teaching with appropriately challenged lessons and vocabulary.

As part of the introduction to each lesson the PowerPoint introduces a famous piece of music and give the children some background on the artist and the piece of music. The music is chosen based on the unit focus. The children listen and respond to a different song or piece of music in a different style. The children are encouraged to respond verbally and with movement.

There are 6 units of work, which are repeated each year building upon previous knowledge and introducing more difficult concepts and vocabulary.

Pulse: The regular heartbeat of the music, the steady beat. Children learn to keep a steady pulse along to different pieces of music using different body percussion. As the scheme progresses through the school, the children layer pulses to create compositions.

Voice: In this unit the children learn songs which focus on simple repeated refrains with a scaled melody.

Rhythm: Long and short sounds or patterns that happen over the pulse, the steady beat. The children learn the difference between pulse and beat and create simple pulse and rhythm compilations through clapping and then adding layers of instruments.

Pitch: High and low sounds, children are introduced early on to notations depicting pitch. They learn to identify high and low sounds and represent them using simple symbols. Later on, in the unit, they learn about phrases and structure.

Technology: This unit builds on the children's knowledge of pulse, pitch, voice and rhythm
Structure & Form: Within the unit the children cover: tempo, dynamics, timbre, texture, structure

Tempo – the speed of the music, fast or slow

Dynamics– how loud or quiet music is.

Timbre –sound quality

Texture – layers of sound.

Structure – every piece of music has a structure eg, introduction, verse, chorus ending.

20th Century Music: Within this final unit the children comment and respond to recorded music from different traditions, genres, styles, and times. Once in key-stage 2 children experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques. They listen to and evaluate a variety of recorded music and critique their own and other's work.

Extra-curriculum

Within school, children are offered a range of extra-curricular musical opportunities.

There is a singing and signing club where the children learn a mixture of hymns and popular songs with Makaton signs.

We also offer guitar lessons through an external provider and Leicestershire music come in weekly to teach a range of instruments including, drums, recorders and brass instruments.

We also take part in other music opportunities offered by Leicestershire music including

Assessment

As music is a creative subject which is open to interpretation and has no set parameters for achievement, assessments are done in a performative format.

Each unit within the scheme of work builds skills and leads up to a final performance.

Teachers will record the final performance and use this to evaluate the class as a whole to decide whether the class has understood and met the learning objectives

Children will be assessed in this final lesson, of each unit, to see if they understand any key vocabulary and this is balanced against their final performance and if they can apply practical skills.