



# Music



## **INTENT:**

At All Saints Primary we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Within Music our school vision, 'Nurturing hearts, inspiring minds' is developed through Singing which lies at the heart of good music teaching our teaching focuses on developing the children's ability to sing in tune and with other people. Where possible teachers use singing throughout the curriculum to embed learning. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Through the school vision we also provide opportunities for all children to play a variety of instruments and use them creatively both individually

## **IMPLEMENTATION:**

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch.

Children are taught how to sing and play instruments with increasing accuracy, fluency control and expression and to perform in solo and ensemble contexts we believe it is important that they experience how individuals can combine together to make sounds within a group

We also teach them musical notation and how to compose music for a range of purposes. Pupils are taught within class and within collective worship to understand a wide range of high quality live and recorded music drawn from different traditions, composers and musicians.

Within Key Stage 2 we access the Musicianship Programme delivered by Dorset Music Service to ensure that every KS2 child has the chance to begin learning a musical instrument and the skills needed to become a musician

## **IMPACT:**

The impact and measure of this is to ensure that children at All Saints Primary are equipped with a love of music and the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about and participating in music, therefore encouraging them to undertake new life experiences now and in the future.



# Music



## Musical Understanding Progression Key Stage 1

<b><u>Strand</u></b>	<b><u>R</u></b>	<b><u>Y1</u></b>	<b><u>Y2</u></b>
<b>Pitch</b>	Sounds can be high or low	Sounds can be high or low and that melodies can move by step or leap.	
<b>Duration</b>	Sounds can be long, short or steady	Rhythmic patterns fit to the beat.	
<b>Dynamics</b>	Sounds can be loud quiet or silent.		Sounds can get louder or quieter.
<b>Tempo</b>	Sounds can be fast or slow and that music can change speed gradually.		
<b>Timbre</b>	A range of materials and objects make sounds.	Sounds of school percussion instruments through their properties.	Sounds of instruments can be made in more than one way
<b>Texture</b>	More than one sound can be made at a time.		Different layers of sounds are used in music.
<b>Structure</b>	Music can tell stories.	Music has a beginning, middle and end and sometimes an introduction.	



# Music



## Musical Understanding Progression Key Stage 2

<u>Strand</u>	<u>Y3/4</u>	<u>Y5/6</u>
<b>Pitch</b>	Melodies have a shape and can follow scale patterns. Children can identify this within music.	There are a variety of scale patterns and types of scale e.g. pentatonic, major, minor, chromatic.
<b>Duraton</b>	Rhythms fit into a steady beat in groups of 2, 3 and 4.	There are complex rhythmic patterns and explore counting in 6 and 8.
<b>Dynamics</b>	Sounds can get louder and quieter gradually.	Dynamics can be used for expression.
<b>Tempo</b>	Sounds can be fast or slow and that music can change speed gradually.	A wide range of tempi can be used for expression.
<b>Timbre</b>	What sound to expect from an instrument and be able to identify instruments from listening.	Different instruments can be combined for musical effect.
<b>Texture</b>	Different types of texture e.g. solo, unison, drone, layers and simple harmony.	Layers can be used to create harmony for expressive effect.
<b>Structure</b>	There can be differences in musical structures e.g. question and answer, ABA, verse and chorus, repetition.	A wide range of music structures and be able to identify structures within music. E.g. Composers intentions.



# Music

## MUSIC - Reception

### ASPECTS TO COVER

**Playing** – Pupils represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and stories. Use body sounds to play rhythms/accompany songs/ for musical effect e.g. re-tell stories. Use everyday objects to make sounds. Play percussion instruments with increasing control.

**Singing** – Pupils sing songs, make music and dance. Experiment with ways of changing them. Sing familiar songs/chants/rhymes/ nursery rhymes/greeting/farewell songs/ story and game songs in unison. Use spoken and sung voices.

**Improvisation**-Explore and play with a wide range of media and resources. Create question and answer phrases on untuned instruments and vocally. Play games that encourage responses independently eg: I am the music man.

**Composing** -Explore and play with a wide range of media and resources. Eg. Sound scapes, select sound for special effects eg: accompany a story. Use pictures to notate ideas.

**Listening** – Listen attentively in a range of situations. Eg. Listen to a sound an copy it, Listen to others to keep together when sing and play. Listen for aural cues to determine when to play.

### KEY SKILLS

**Sounds can be high or low**

**Sounds can be long, short or steady**

**Sounds can be loud quiet or silent.**

**Sounds can be fast or slow and that music can change speed gradually.**

**A range of materials and objects make sounds.**

**More than one sound can be made at a time.**

**Music can tell stories.**

### KEY KNOWLEDGE

Pupils represent their own ideas, thoughts and feelings through design and technology, art, music, dance role play and stories.

Pupils sing songs, make music and dance  
Explore and play with a wide range of media and resources.

Listen attentively in a range of situations.

### SMSC

#### (to be developed in all lessons)

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



# Music



## BRITISH VALUES

### (to be developed in all lessons)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

At All Saints in our music curriculum, children learn from a very young age about the need to establish a clear set of rules when listening, performing and composing: working together as a team, taking turns with the instruments, listening when someone is playing and deciding on whose ideas are going to be used in a composition.

Children are encouraged to make choices about the music they like to listen to or choose to perform and are respected for their individual preferences.

Children are encouraged to appreciate the fact that music from all cultures and traditions around the world develops and contributes positively to British music. Children are taught songs that reflect our strong British heritage and our Christian ethos.



# Music

## MUSIC - Key Stage 1

### PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Sounds can be high or low  
 Sounds can be long, short or steady  
 Sounds can be loud quiet or silent.  
 Sounds can be fast or slow and that music can change speed gradually.  
 A range of materials and objects make sounds.  
 More than one sound can be made at a time.  
 Music can tell stories.

### ASPECTS TO COVER

**Playing** – Play percussion instruments with increasing accuracy and correct technique, at the right time. Play a drone to a steady beat, simple 3-note ostinato, 3-note melody. Begin to play wind instrument (ocarina). Play simple song from memory.

**Singing** — Sing songs with greater accuracy (low C-A) (extend from C-C'), attention to dynamics, with accompaniment, with attention to phrasing and breathe appropriately. Sing simple partner songs, rounds, follow a leader.

**Improvisation** – Create question and answer phrases on tuned percussion. Play games that require longer phrase of improvisation. E.g. to fill 8 beats. Improvise a melody using pentatonic scales to fit above a drone or ostinato.

**Composing** – Create rhythmic phrases to words and play or sing these from memory. Compose ostinatos to accompany well-known songs. Compose 3 note melodies on tuned percussion to a given stimulus and record these ideas. E.g. motifs for characters.

**Listening** – Listen to and identify sounds and ideas. Listen with attention to the dimensions of learning at an appropriate level. Listen and respond to one another, not just the teacher. E.g. Copy Student.

### KEY SKILLS

Sounds can be high or low and that melodies can move by step or leap.  
 Rhythmic patterns fit to the beat.  
 Sounds can be loud quiet or silent.  
 Sounds can be fast or slow and that music can change speed gradually.  
 Sounds of school percussion instruments through their properties.  
 More than one sound can be made at a time  
 Music has a beginning, middle and end and sometimes an introduction.

### KEY KNOWLEDGE

Play tuned and untuned instrument musically. Experiment with, create, select and combine using the inter-related dimensions.  
 Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes  
 Experiment with, create, select and combine sounds using the inter-related dimensions of music.  
 Listen with concentration and understanding to a range of high quality live and recorded music.

### SMSC

#### (to be developed in all lessons)

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

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# Music

## MUSIC - Key Stage 2

### PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Sounds can be high or low and that melodies can move by step or leap.  
 Rhythmic patterns fit to the beat.  
 Sounds can be loud quiet or silent.  
 Sounds can be fast or slow and that music can change speed gradually.  
 Sounds of school percussion instruments through their properties.  
 More than one sound can be made at a time  
 Music has a beginning, middle and end and sometimes an introduction.

### ASPECTS TO COVER

**Playing** -Copy back patterns and create own on tuned/untuned percussion. Play percussion with correct technique and clear sound. Play a variety of instruments. Play as an ensemble. Play solo. Play in simple harmony holding part confidently. Learn instrument with Dorset music school. Use instruments learnt in individual tuition in class lessons.

**Singing** -Sing songs with greater accuracy begin low A-C' progress to A-E'. Sing in simple 2 part harmony. Sing songs unaccompanied and in tune. Use voice to compose melodies and explore effects e.g. beat boxing. Sing with attention to phrasing, breathing and clear diction. Perform with attention to musical direction e.g. temp, dynamics, phrasing, articulation.

**Improvisation.** -Improvise with musical awareness of style, tempo, timing etc Identify improvisation within live and recorded music. E.g. jazz. Improvise in different genres. E.g. African drumming, samba, beat boxing, vocals.

**Composing** – Compose to a given musical structure. E.g ABA, layers. Use notation to remember, develop & record creative work, Compose in variety of groupings. E.g. class, group, pair, individual. Compose using the dimensions of music at appropriate level.

**Listening** – Express and justify ideas and opinions about music heard or performed. Identify different timbres and instruments heard within music, comment on composers intentions with reference to the dimensions of learning. Listen to & identify genres.

### KEY SKILLS

#### **Year 3/4**

Melodies have a shape and can follow scale patterns. Children can identify this within music. Rhythms fit into a steady beat in groups of 2, 3 and 4. Sounds can get louder and quieter gradually. Sounds can be fast or slow and that music can change speed gradually. What sound to expect from an instrument and be able to identify instruments from listening. Different types of texture e.g. solo, unison, drone, layers and simple harmony. There can be differences in musical structures e.g. question and answer, ABA, verse and chorus, repetition.

#### **Year 5/6**

There are a variety of scale patterns and types of scale e.g. pentatonic, major, minor, chromatic.  
 There are complex rhythmic patterns and explore counting in 6 and 8.  
 Dynamics can be used for expression.  
 A wide range of tempi can be used for expression.  
 Different instruments can be combined for musical effect.  
 Layers can be used to create harmony for expressive effect.  
 A wide range of music structures and be able to identify structures within music.  
 E.g. Composers intentions.

### KEY KNOWLEDGE

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments  
 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.

### SMSC

#### (to be developed in all lessons)

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Instrument Progression (Playing) and Music (Listening) at All Saints Primary School

Year 2 2020-21

	Instrument (Playing)	Music (Listening)	Unit from charanga
Reception	Percussion untuned	Nursery Rhymes	Our world
Year 1	Percussion tuned Djembe Drums	Big Band Jazz	Hey You!
Year 2	Occarinas Djembe Drums	Rock n roll	Hands, feet, Heart
Year $\frac{3}{4}$	Ukeleles	Classical- Peter and the wolf	Mamma Mia
Year 5/6	Keyboard	Music from the modern era 1920's to date	The fresh prince of Bel-air Classroom jazz 1- playing along tuned instruments



# Music



Year 3 2021-22

	Instrument (Playing)	Music (Listening)	Unit from Charanga
Reception	Percussion untuned	Nursery Rhymes	My Stories
Year 1	Glockenspiel	Country	Your imagination- glockenspiel
Year 2	Glockenspiel (Autumn 1) / recorders (Spring 1)	Hip hop	I wanna play in a band- glockenspiel Your imagination- Recorders
Year $\frac{3}{4}$	Violins	Around the world	Three little birds
Year 5/6	Recorders	Pop rock	Make you feel my love Dancing in the street- recorders



# Music



Year 1 2022-2023

	Instrument (Playing)	Music (Listening)	Unit from Charanga
Reception	Percussion untuned	Nursery Rhymes	Big Bear Funk
Year 1		Opera	Round and round
Year 2	Recorders	Blues	Zootime- recorders
Year $\frac{3}{4}$		Gospel	Lean on me
Year 5/6		Reggae	You've got a friend Music and me- composing