



Music scheme of work



Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

“Without music, life would be a mistake.” - Friedrich Nietzsche

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children’s parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Our Music curriculum has been developed because we believe that:

- Music is a universal language and is an essential part of every child’s education
- Children should be exposed to and immersed in quality music from across the genres and from a variety of cultures around the world
- We should engage and inspire every child to develop a love of music and their talent as musicians
- It will expose every child to a range of historical periods, genres, styles and traditions
- It encourages and develops listening skills, social skills, and develops co-ordination
- Playing music encourages self-expression and creativity and can build confidence

- Music provides children with the opportunity to develop resilience as they work to compose and perform
- Music provides the opportunity for those with particular talent to excel
- Music composition allows children to explore, build on and record their own creative and imaginative ideas both independently and collaboratively
- Music is a fundamental way of appreciating, learning about and respecting other cultures and religions
- ***The arts are our reason for living and not simply existing***

Implementation

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

Music is taught as a discrete subject but also across the curriculum. The teaching of music should include listening, performing and composition. Teaching should focus on developing children's ability to understand rhythm and follow a beat. Through singing songs daily and through listening to a variety of music in assemblies, children should learn about the structure and organisation of music.

Teaching should provide the opportunity for children to listen to and to appreciate different forms of music. Children should have the opportunity to experience both historical and contemporary music from different cultures. Music lessons should develop children's descriptive language skills, through learning about how music can represent different feelings, emotions and narratives. Children should also be taught technical vocabulary such as volume, pitch, beat and rhythm and should be encouraged to discuss music using these terms. Children should be taught how to work with others to compose music and perform for an audience.

Performances such as Christmas carol concerts, nativity plays, and end of year shows, demonstrate that music is integral to the life of the school. Extra-curricular activities, such as choir, music club and peripatetic music lessons, also provide children with experience of making music.

Subject overview:

Year A

Class	Autumn Term	Spring Term	Summer Term
Class 1 (EYFS)	<p>Describe: listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings</p> <p>Perform: remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match')</p>	<p>Perform: sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Play instruments with increasing control to express their feelings and ideas</p> <p>Transcribe: choose sounds to accompany pictures that represent those sounds – sound stories</p>	<p>Perform: sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Compose: create their own songs, or improvise a song around one they know</p>
Class 2 (Y1/2)	<p>Perform: sing accurately, following a melody</p> <p>Describe: Identify the beat of a tune</p>	<p>Perform: imitate changes in pitch</p> <p>Transcribe: use symbols to represent a composition – learn crotchet and crotchet rests</p>	<p>Perform: follow instructions on how/when to sing/play an instrument</p> <p>Compose: create sequence of long/short sounds Choose sounds to create an effect Create short, rhythmic phrases.</p>
Class 3 (Y3/4)	<p>Perform: sing from memory</p> <p>Describe: use terms: duration, timbre, pitch to describe music</p>	<p>Perform: sing in tune Pronounce words clearly</p> <p>Transcribe: recognise notes EGBDF and FACE on musical stave</p>	<p>Perform: maintain simple part within a group</p> <p>Compose: compose and perform melodic songs Create accompaniments for tunes Use drones as accompaniments</p>
Class 4 (Y5/6)	<p>Perform: sing or play from memory with confidence</p> <p>Describe: choose from a wide range of musical vocab to accurately describe and appraise music – pitch, dynamics, tempo, timbre, texture, lyrics/melody, sense of occasion, expressive, solo,</p>	<p>Perform: sing/play expressively and in tune</p> <p>Transcribe: use standard musical notation of crotchet, minim & semibreve to indicate how many beats to play</p>	<p>Perform: perform solos/as part of ensemble Hold a part within a round</p> <p>Compose: create songs with verses and a chorus Create rhythmic patterns with an awareness of timbre and duration</p>

	rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context	Read and create notes on the musical staff Understand purpose of treble and bass clefs and use them in transcribing compositions	Combine a variety of musical devices, including melody, rhythm and chords Use digital technologies to compose, edit and refine pieces of music
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Year B

Class	Autumn Term	Spring Term	Summer Term
Class 1 (EYFS)	Perform: explore and engage in music making and dance, performing solo or in groups Describe: listen attentively, move to and talk about music, expressing their feelings and responses	Transcribe: create pictures to represent sounds played on instruments Perform: perform own compositions on instruments, with the music represented by pictures	Describe: keep a steady beat when listening to music or making their own music Perform: perform a repertoire of songs for an audience
Class 2 (Y1/2)	Perform: take part in singing, accurately following melody Describe: recognise changes in timbre, dynamics and pitch	Perform: Make and control long and short sounds, using voice and instruments Transcribe: use notation for crotchets, minims and accompanying rests	Perform: follow instructions on how/when to sing/play an instrument Compose: clap rhythms Create a mixture of different sounds (long/short, loud/quiet, high/low) Sequence sounds to create overall effect Create short, musical patterns
Class 3 (Y3/4)	Perform: show control of voice Describe: use the terms: beat, tempo, texture and use of silence to describe music Understand layers of sounds and discuss their effect on mood and feelings	Perform: play notes on an instrument with care so they are clear Transcribe: recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent, including corresponding rests	Perform: perform with control and awareness of others Compose: use sounds to create abstract effects Create repeated patterns with a range of instruments

			Choose, order, combine and control sounds to create an effect Use digital technologies to compose pieces of music
Class 4 (Y5/6)	Perform: sing a harmony part confidently and accurately Describe: describe how lyrics often reflect the cultural context of music and have social meaning	Perform: sustain a drone or a melodic ostinato to accompany singing Transcribe: understand the and use the sharp and flat symbols Use and understand simple time signatures	Perform: perform with controlled breathing (voice) and skilful playing (instrument) Compose: thoughtfully select elements for a piece in order to gain a defined effect Use drones and melodic ostinato (based on the pentatonic scale) Understand the relationship between the lyrics and the melody

Impact

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Through the teaching and learning of Music, long term:

- Children will be able to express themselves musically and perform with confidence
- Children will have had the opportunity to play a variety of instruments, sing, compose and listen to music
- Children will have had the opportunity to participate with others in small and large groups, including at school and within the wider community
- Children will have had the opportunity to develop their creative and imaginative ideas through composition
- Children will have learnt to collaborate when composing and performing with others
- Children will have the opportunity to excel at their musical talent

- Children will learn to appreciate the works of a wide range of both historical and contemporary musicians and composers across a range of musical styles
- Children will develop an understanding and respect for different musical cultures and traditions
- Children will have developed a love and appreciation of music that will stay with them for life

SEND in Music:

To overcome potential barriers to learning in music, some pupils may need:

- help in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills
- encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all, and
- access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

Assessment in Music:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Music
- Display and books – opportunity to practise skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events and exhibitions

Role of the co-ordinator:

- Highlight/celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues

