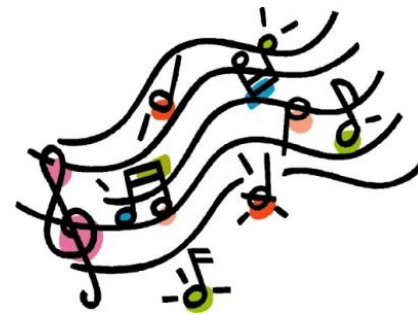


Music



Moulton Chapel Primary School

Intent

At Moulton Chapel Primary the intention of the music curriculum is for children to take an active part in music making in a variety of ways. They will hone practical skills in using their voices as well as instruments and technology to create and perform music. We want to inspire an interest and curiosity in a range of musical styles and traditions, and to use music as a way to learn about other cultures. Through exposure to and appraisal of a broad range of musical genres, we endeavour to inspire children to find music that moves them, that they will continue to take joy from throughout their lives, as their tastes change and mature. Children will also learn the fundamental elements, or interrelated dimension of music, recognise how different musicians use them to create different effects, and how they can use these themselves to perform, improvise and compose.

Implementation

Music at Moulton Chapel Primary school is delivered by a combination of class teachers in Key Stage 1 with additional work with specialist teachers and by specialist teachers at Key Stage 2. Our specialist teachers are supplied through Lincolnshire Music Service.

The Music curriculum is structured to provide all children with high quality experiences in Music whatever their ability. We make available to children in Key Stage 2, who would like to, affordable Musical instrument tuition which is popular within our school. These children also have the opportunity to sit recognised graded examinations.

Our lessons are taught to the National Curriculum objectives, and this is supported by clear skills and knowledge progression. Children's knowledge is built on year on year and sequenced to maximise their learning. We use Charanga, Sing Up and Soundtrap to support learning. Our children are given the opportunity to participate in externally organised musical events. Our Key Stage 2 children have weekly Music lessons and our Key Stage 1 children are taught Music through their topic sessions and by regular (1 per term) Musician in Residence days.

The school is well resourced for musical instruments to ensure that all children have an individual instrument to play if needed.

Impact

All children will have a rapidly widened repertoire within music, which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works.

This will be evident through;

- A good musical understanding underpinned by aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.*
- Good awareness and appreciation of different musical traditions and genres.*
- A good understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.*
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.*
- A passion for and commitment to a diverse range of musical activities.*

National Curriculum requirements:

EYFS requirements:

- *Children sing songs, make music, dance and experiment with ways of changing them*

Expressive Arts and Design (Being Imaginative)

- *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

KS1 NC requirements:

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes;*
- *play tuned and un-tuned instruments musically;*
- *listen with concentration and understanding to a range of high-quality live and recorded music;*
- *experiment with, create, select and combine sounds using the inter-related dimensions of music.*

KS2 NC requirements:

- *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.*

Progression through the school

	Key skills to include:	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Performing – singing	<i>Vocal Expression / Effects Chants and rhymes Pitching Singing</i>	<ul style="list-style-type: none"> Reproduce sounds from aural memory. Chant words expressively using known songs and rhymes Play singing games in which children sing phrases alone Use voices in different ways such as speaking, singing and chanting Sing with the sense of shape of melody To think about others when performing Slide their voice upwards in pitch to a high voice 		<ul style="list-style-type: none"> sing with good diction; sing in tune songs with a limited range; sing a song with two or more parts; perform with expression; Sing words/phrases of a song in their heads Play singing and clapping games 	<ul style="list-style-type: none"> sing with good diction and controlled pitch; sing in tune songs with a limited range; sing a song with two or more parts; perform with expression; control breathing, posture and sound projection Identify the melodic phrases and how they fit together
Performing – playing	<i>Identify instruments Sound effects Control Notation Evaluating</i>	<ul style="list-style-type: none"> Play and experiment un-tuned instruments. Composing short phrases using knowledge of pulse, rhythm and pitch. Play instruments or use body percussion Describe, name and group a variety of instruments 	<ul style="list-style-type: none"> Add an instrument to play on the beat and one to play with the rhythm Contribute ideas and control sounds as part of a class composition and performance Play together, using symbols as a support Perform long and short sounds in response to symbols Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet 	<ul style="list-style-type: none"> Create and control sounds on instruments Select instruments and create sounds to describe visual images Keep time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse - <i>Samba or African Drumming</i> Maintain own part with an awareness of how the different parts fit together to achieve an overall effect Play new pieces by ear and from simple notations 	<ul style="list-style-type: none"> Create and control sounds on instruments Select instruments and create sounds to describe visual images Play instruments with control and rhythmic accuracy - <i>wind band</i> Perform a particular cyclic pattern Perform a round confidently using voices and instruments To play and perform with an increasing number of notes, showing musical expressions by changing dynamics. Demonstrate awareness of own contribution to an ensemble Sub-divide the pulse into a steady beat Perform significant parts from memory and from notations
Explore and Create sounds, rhythms and melodies	<i>Create musical patterns Explore, choose and organise sounds and musical ideas Improvise and develop rhythmic and melodic materials Combine sounds for effect</i>	<ul style="list-style-type: none"> Explore different sounds using body percussion Make various sound effects to describe selected/ thematic words Suggest which instruments would make a particular sound Select sounds and sound sources carefully in response to a story Make own short sequence of sounds using symbols as a support Make sounds and recognise how they can communicate ideas – experiment with timbre Explore the concepts of loud/quiet, high/low, fast/slow in sound Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. 		<ul style="list-style-type: none"> Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds Explore repeated patterns in Music Create rhythmical patterns using a small number of notes patterns 	<ul style="list-style-type: none"> Develop musical imagination through experimenting, improving and adapting sounds Explore different textures of un-tuned sounds Explore the relationship between sounds Explore different combinations of vocal sounds Devise ore complex rhythmic patterns using semi-quavers and rests Fit different rhythmic patterns together and maintain own part with awareness of the pulse To create increasingly complicated rhythmic and melodic phrases with a wider range of notes
Evaluating	<i>To analyse and compare sounds Explore and explain feelings about music To reflect on and improve own work and others work in relation</i>	<ul style="list-style-type: none"> Discuss what they like or dislike about pieces of music 	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their work and others Discuss what they like or dislike about pieces of music 	<ul style="list-style-type: none"> Suggest and make improvements to their work and others, commenting on the effect of the piece Rehearse together to achieve objectives 	<ul style="list-style-type: none"> Improve their own work through analysis, evaluation and comparisons Rehearse together to achieve objectives

	<i>to its audience</i>			
Listen and apply knowledge and understanding	<p><i>To listen with increased concentration and recall sounds within aural memory</i></p> <p><i>To know how music is used for particular purposes</i></p> <p><i>To understand how time and place can influence the way music is created</i></p>	<ul style="list-style-type: none"> ▪ Listen to short excerpts of music from a variety of styles, genres and traditions ▪ Identify a variety of instruments that can be heard and describe sounds ▪ Identify the pulse in different pieces of music ▪ Tap knees in time with 'steady beat' music ▪ Listen to different sounds in the environment ▪ Recall short sequences / patterns of sounds ▪ Sing a familiar song, identify then tap the rhythm of the words ▪ Sing back melodic phrases from known songs ▪ Listen to pieces of music that describe e.g. The Sea/ Fireworks etc ▪ Describe different images created by music ▪ Listen to a selection of music that has long (often slow) and short (often fast) sounds ▪ Recognise long and short sounds and make longer and shorter sounds with their voices 	<ul style="list-style-type: none"> ▪ Listen with attention to detail and internalise and recall sounds with increasingly accurate aural memory ▪ Learn new songs quickly; sing from memory ▪ Identify rhythmic patterns, instruments and repetitions of sound/pattern using aural recall and written notation ▪ Internalise short melodies and play these on pitched instruments (play by ear) <i>recorder/ ukulele</i> ▪ Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised ▪ Explain how sounds can create different intended effects ▪ Recognise how the different musical elements are combined and used expressively ▪ Discuss their likes and dislikes with reason to support their view and commenting on texture and dynamic of music with some technical vocabulary ▪ Understand and draw a treble clef and recognise and understand simple notation in rhythm form 	<ul style="list-style-type: none"> ▪ Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) ▪ Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods ▪ Recognise different tempi – speeds of music ▪ Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat ▪ Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord ▪ Appraise own work by comparing/contrasting with work of others ▪ Improve performance through listening, internalising and analysing ▪ Discuss their likes and dislikes with pieces of music using specific musical vocabulary that comments on dynamic, texture and tempo ▪ Understand and draw treble and bass clef ▪ Understand either by aural recall or writing down more complex rhythmic groupings (using specific note names)

Whole School Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R / Y1 / Y2 A	<i>Singing</i>	<i>Musician in Residence Day</i>	<i>Playing Evaluating</i>	<i>Musician in Residence Day</i>	<i>Listening Evaluating</i>	<i>Musician in Residence Day</i>
R / Y1 / Y2 B	<i>Musician in Residence Day</i>		<i>Musician in Residence Day</i>	<i>Singing</i>	<i>Musician in Residence Day</i>	<i>Exploring sounds</i>
R / Y1 / Y2 C	<i>Listening Evaluating</i>	<i>Musician in Residence Day</i>	<i>Singing</i>	<i>Musician in Residence Day</i>	<i>Playing</i>	<i>Musician in Residence Day</i>
<p><i>The Key Stage 2 Music curriculum is a holistic approach where all elements of the Music curriculum are taught throughout each lesson progressing in difficulty, as the terms and consequently the years move forward. A change of instrument year on year allows the children to apply learned knowledge and skills to different instruments.</i></p>						
Year 3 / 4 A	<i>World Music instruments Samba</i>	<i>World Music Instrument Samba</i>	<i>World Music Instrument Ukulele</i>	<i>World Music Instrument Ukulele</i>	<i>Pitched instrument Recorder</i>	<i>Pitched instrument Recorder</i>
Year 3 / 4 B	<i>World Music instruments Djembe</i>	<i>World Music Instrument Djembe</i>	<i>World Music Instrument Ukulele</i>	<i>World Music Instrument Ukulele</i>	<i>Pitched instrument Recorder</i>	<i>Pitched instrument Recorder</i>
Year 5 / 6 A	<i>Wind band</i>					
Year 5 / 6 B	<i>Wind band (change of instrument)</i>					

Music vocabulary - tier 3 subject specific vocabulary (language you want the children to use and know the definition of)

Year 1 & 2

Instrument, sound, pulse, rhythm, notation, compose, pitch, dynamics, melody, notation, breathing, compose, beat, tempo, repeat, rest, sequence

Year 3 & 4

Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, forte, piano, allegro, adagio, notation, crotchet, minim, phrase, recorder, percussion, staccato, legato, ostinato, accompaniment, percussion

Year 5 & 6

Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, forte, piano, crescendo, diminuendo, allegro, adagio, notation, quaver, crotchet, minim, phrase, staccato, legato, ostinato, accompaniment, mood, texture, structure fortissimo, Mezzo forte, mezzo piano, pianissimo, allegretto, andante, largo