



# Landscove C of E Primary School

## Music Curriculum Plan



We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to inspire pupils to grow a love of music and develop their talent as musicians.

We focus on developing the skills, knowledge and understanding that children need to become confident listeners, performers and composers. We are committed to developing curiosity for music and an understanding of the importance of music from a wide variety of historical periods, cultures, traditions and genres.

We believe that Music is a subject which enriches children's lives and education with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.

Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

For each unit of work undertaken within the music curriculum a knowledge organiser highlights key technical vocabulary to be introduced to children. At the beginning of each unit we recap and recall vocabulary to enable children to recognise, name and describe the inter-related dimensions of music.

### Music teaching and learning

At Landscove, we use Kapow to support the delivery of our music curriculum. The Kapow Music Scheme supports all the requirements of the national curriculum and encourages an integrated, practical, exploratory and child-led approach. Our curriculum is mapped out across a two-year programme and units taught build skills and knowledge in this spiral programme where recaps and recall are built into each unit. Over time, children will develop new musical skills and concepts, and re-visit established musical skills and concepts. Through repeating and recapping and revisits, children's knowledge and skills are shifting and deepening within the spiral. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

CPD is also at the heart of our music programme. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons provides staff multiple videos to develop subject knowledge and skills.

Our Music lead also ensures staff and children have access to experts via the use of our MEG (music education grant), alongside loans of a variety of musical instruments from Devon Music services; ensuring children have the opportunity to learn a variety of instruments during their time at school. Visiting experts support us specifically with the delivery of whole class ensemble tuition, particularly within Key Stage Two.

Music at our schools is taught on a half termly rotation for an hour per week. There is also a singing assembly for 15 minutes per week in addition to this. Music in the early years is taught and explored through direct teaching linked to topics as well as through continuous provision.

Our weekly Singing Assemblies link to seasons, key events and celebrations in the year and to our PSHE curriculum. We have school choirs who meet twice a week. Children have the opportunity to sing and perform at community events such as the Christmas Fair and Carol services, singing festivals, village events and class assemblies. We also hold annual Christmas nativity performances, where the children can perform to their peers, parents and the local community.

Both schools also offer a range of peripatetic music tuition.

## The National Curriculum

### 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.

### Aims

- 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.

### Attainment targets

- 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.
- Subject content

### Key stage 1

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

#### Key stage 2

- 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.

#### Rolling programme – Mixed age

Year A EYFS/1/2	Keeping the pulse: My favourite things	Contrasting dynamics: Space	Dynamics: Seaside
Year B EYFS/1/2	Pitch: Musical me	Call and response: Animals	Instruments: Musical storytelling
Year A 3/4 5/6	Ballads	Pitch, tempo and dynamics	South America instrumental scheme
	Film music	Blues	Caribbean instrumental scheme
Year B 3/4 5/6	Motifs	Compositions	Singing technique
	Composition notation	Looping and remixing	Songs of World War 2
Year C 3/4 5/6	Ballads	Pitch, tempo and dynamics	South America instrumental scheme
	Film music	Blues	Caribbean instrumental scheme
Year D 3/4 5/6	Motifs	Compositions	Singing technique
	Composition notation	Looping and remixing	Songs of World War 2

## Key skills progression

This is an overview of the skills covered in each year group and strand and how these skills are developed through our Mixed-age Music scheme of work.

The content of our curriculum is categorised into 4 strands and one of arching strand.

The Inter-related dimensions of music is an overarching strand which runs throughout our scheme of work. A poster of DoM is on display in each class across both schools.

P

LC

C

HoM

Performing

Listening

Composing

The history of music

DoM

Inter-related dimensions of music

### PROGRESSION OF SKILLS: PERFORMING

EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>

PROGRESSION OF SKILLS: LISTENING			
EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p>

PROGRESSION OF SKILLS: COMPOSING			
EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within</p>	<p>Composing a piece of music in a given style with voices and instruments</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style</p>	<p>*Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p>

Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways	<p>a given structure. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition Beginning to make improvements to their work as suggested by the teacher. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work</p>	<p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.</p>	<p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary</p>
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### PROGRESSION OF SKILLS: HISTORY OF MUSIC (KS2)

		YEAR 3/4	YEAR 5/6
		<p>Understanding that music from different times has different features. (Also, part of the Listening strand) *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also, part of the Listening strand)</p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also, part of the Listening strand) *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also, part of the Listening strand)</p>

### Assessing impact

At the end of every lesson there is an opportunity to assess progress and understanding. Overall, a plan, do, check, review approach is used. Progression over time is checked against curriculum expectations. There is an assessment resource to use at the start of each unit to find out where pupils are in their learning and it is then used at the end of the unit to assess progress. Children are given opportunities to perform, and teacher assessment is used.

Teachers are responsible for the regular assessment of their pupils against the Early Years Framework, National Curriculum and key skills, to judge the impact of teaching and learning in music.

Due to the practical and 'hands on' nature of music lessons, learning is evidenced via Microsoft SWAY (or Tapestry in EYFS). Teachers gather evidence during lessons, in the form of photos, videos or recorded feedback from discussion, to add to this. A class music SWAY or a child's tapestry profile should show the journey through their music learning for that year.