

'Growing and maturing in our learning journey'



Music

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Intent
Implementation
Impact



It is our intention to instill a life-long enthusiasm for performing, creating and listening to music.



Musicianship skills are developed through rhythmic exploration, singing, performing and composing. Children build on their understanding of key musical terms by exposure to music of various genres.



Children will perform with confidence and accuracy; they will listen with a keen ear and compose with creativity.

Intent



At Spetisbury CE Primary School, our intent is that music is an enjoyable learning experience accessible to all. We encourage children to participate in a variety of musical experiences. We want music to inspire self-confidence in our children by developing a fun and safe learning environment and encouraging a feeling of fellowship through shared creation and appreciation of music.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. We believe that *everyone* can sing and through singing songs, children learn about the structure and the organisation of music. We teach children to listen to and appreciate various forms and styles of music. We also teach technical vocabulary such as volume, pitch, beat, rhythm and dynamics; children are encouraged to discuss music using these terms. We strongly believe in the benefits of learning to play an instrument and encourage children to do so.

Children gain a broad and balanced musical education. They will:

- ♪ Perform, listen to, review and evaluate music.
- ♪ Be taught to sing, create and compose music.
- ♪ Understand and explore how music is created, produced and communicated.

The Spetisbury progression map ensures that children continually develop their Musicianship skills. Through a rich, diverse curriculum, that shows steady progression and allows for the opportunity to develop skills further, children experience full coverage of the music national curriculum for KS1 and KS2.

Implementation



There are seven key musical elements that children are taught which enable them to develop the skills and knowledge required to develop musicality:

STRUCTURE - PITCH - RHYTHM - TIMBRE - TEXTURE - DYNAMICS - TEMPO

Through a culturally diverse curriculum, the elements of music are taught, revised and revisited from early years through to upper Key Stage Two. Their confidence in using these musical terms enables children to dissect and comprehend how music is composed, played, appreciated and analysed. In the classroom, students learn about the various sounds that instruments make. In doing so, they become familiar with the method of creating notes and how to read basic music notation.

All children are taught to perform with expression and musicality. Children use their voice as a musical instrument, and as they progress through the school they will learn to sing with increased confidence and control. They will also participate in the Dorset Music Services 'Musicianship programme' where students learn to play tuned and un-tuned instruments musically. By receiving tuition from a Peripatetic teacher, they will learn the technicalities of their instrument and will also reap the benefits of performing to the school and their families. All students are encouraged to continue playing a musical instrument, and we support them wholeheartedly.

Students also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. In addition, children at Spetisbury Primary School use technology (like iPads) to develop their ability to experiment with sound and structure.

Impact



Through this whole school focus on performing with a love and appreciation for music:



We will continue to increase the profile of music across the school, involving children, parents and the wider community.



We work alongside local organisations to further our students' musical experiences.



Staff are confident in their subject knowledge and music is embedded across many areas of the curriculum to support children's learning. We recognise that music is a powerful tool that can aide children's development, confidence and social skills.



Children will be assessed to inform them of the skills that still need to be embedded.



Children can read staff and other musical notations.



Music is monitored throughout all year groups using a variety of strategies such as 'folder look-overs', team teaching and pupil interviews.



Staff are supported in workshops and inset sessions.

EYFS

Early Learning Goals



Expressive arts and design Children follow music patterns with instruments, sing songs linked to topics, use objects creatively as instruments.



Exploring and using media and materials: Children explore sounds, patterns and movement.



Being imaginative: Children represent their own ideas, thoughts and feelings through music.

National Curriculum Expectations

Key Stage 1

During years 1 and 2, 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.

National Curriculum Expectations

Lower Key Stage 2

During 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.

Music Progression Map

Working Musically

The progression map is divided into Key Stage 1 Lower and Upper Key Stage 2 and split across 5 areas of working musically:

♪ Performing

♪ Listening

♪ Composing

♪ Notation

♪ Knowledge of music

Performing	KS1	LKS2	UKS2
	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. begin to be able to sing in tune songs with a limited range; c. sing in time to a steady beat. 	<p>KS2 Music National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts; d. perform with expression; e. use correct technique to play instruments. 	<p>KS2 Music National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune; c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; d. perform with accuracy and expression, showing an understanding of the context of the music; e. use correct technique to play instruments with improved confidence and accuracy.
<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. name a variety of instruments; b. perform with a good sense of beat and rhythm; c. perform together in an ensemble; d. change the tempo or dynamics while playing an instrument. 			

	KS1	LKS2	UKS2
Listening	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. begin to recognise different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begin to recognise some orchestral instruments in a piece of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics, metre, timbre and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music.
		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. recognise a range of music genres; b. recognise instruments being played in a piece of music; c. express their opinion about pieces of music using appropriate musical vocabulary; d. discuss similarities and differences in pieces of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. recognise a range of music genres (including from around the world) and describe their characteristics; b. name a variety of composers and artists associated with different genres of music; c. recognise instruments being played in a piece of music; d. express their opinion about pieces of music using appropriate musical vocabulary; e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

	KS1	LKS2	UKS2
Composing	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a simple tune using three or four notes; create sound effects for a picture or story, thinking about how music can create a mood; write down their compositions using symbols, pictures or patterns. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a tune using eight notes; compose music that has a recognisable structure (beginning, middle and end). 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> create more complex tunes, thinking about their audience; add lyrics to a composition; compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
Notation		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise crotchets, quavers, semibreves and crotchet rests; begin to be able to recognise some notes on a treble clef staff. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise crotchets, quavers, semibreves, crotchet and quaver rests; recognise notes on a treble clef staff; understand that notes are positioned differently on a bass clef; read, and play from, music notation; record their own compositions using music notation.

Knowledge of Music	KS1	LKS2	UKS2
		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras; b. name different musical periods.

Music Units progression: EYFS to Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Explore Sound and Create a Story How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes You Dance How Does Music Make Us Happy? 1 2 3 4 5 6	Exploring Improvisation How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	Recognising Different Sounds How Does Music Connect Us With Our Planet? 1 2 3 4 5 6
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Identifying Important Musical Elements How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Respecting Each Other through Composition How Does Music Connect Us With the Environment? 1 2 3 4 5 6