

*Music is a universal language that embodies one of the highest forms of creativity. (NC 2013) Our vision is to make music an active and influential part of everyday school life. It should be something that is celebrated, endorsed and encouraged in all aspects of our learning and living. We want to inspire the minds of tomorrow to be creative and proactive musicians. We want to encourage our children to be lifelong learners and appreciators of music from different eras and cultures. We want them to make musical choices based upon their feelings, understanding and experiences of this subject.*

## Intent

At Longford Primary Academy our intent is to encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs and playing instruments children learn about the structure and organisation of music. Our objective at Longford is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.



## Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument, from four main instrument groups of wind, string, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They 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.

## Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the child create an enormously rich palette from which they may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose—either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.



## Knowledge, Understanding & Skills

Year group	Sing	Play	Listen	Compose
Years 1 & 2	<p><u>Singing songs with control and using the voice expressively.</u></p> <ul style="list-style-type: none"> <li>•To find singing voice and use their voices confidently.</li> <li>•Sing a melody accurately at own pitch.</li> <li>•Sing with a sense of awareness of pulse and control of rhythm.</li> <li>•Recognise phrase lengths and know when to breathe.</li> <li>•Sing songs expressively.</li> <li>•Follow pitch movements with their hands and use high, low and middle voices.</li> <li>•Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>•Sing with an awareness of other performers.</li> </ul>	<p><u>Control of instruments</u></p> <ul style="list-style-type: none"> <li>•Play instruments in different ways and create sound effects.</li> <li>•Handle and play instruments with control.</li> <li>•Identify different groups of instruments.</li> </ul>	<p><u>Listening, Memory and Movement.</u></p> <ul style="list-style-type: none"> <li>•Recall and remember short songs and sequences and patterns of sounds.</li> <li>•Respond physically when performing, composing and appraising music.</li> <li>•Identify different sound sources.</li> <li>•Identify well-defined musical features</li> </ul>	<p><u>Composition</u></p> <ul style="list-style-type: none"> <li>•Contribute to the creation of a class composition.</li> </ul>
	<b>Sing and Play</b>	<b>Compose and Notation</b>	<b>Listen and Movement</b>	<b>Music history</b>
Years 3 & 4	<p><u>Singing songs with control and using the voice expressively and control of instruments</u></p> <ul style="list-style-type: none"> <li>•Sing with confidence using a wider vocal range.</li> <li>•Sing in tune.</li> <li>•Sing with awareness of pulse and control of rhythm.</li> <li>•Recognise simple structures. (Phrases).</li> </ul>	<p><u>Composition and musical notation</u></p> <ul style="list-style-type: none"> <li>•Create textures by combining sounds in different ways.</li> <li>•Create music that describes contrasting moods/emotions.</li> <li>•Compose music and make improvements to own work.</li> </ul>	<p><u>Listening, Memory (aural), Movement.</u></p> <ul style="list-style-type: none"> <li>•Identify melodic phrases and play them by ear.</li> <li>•Create sequences of movements in response to sounds.</li> <li>•Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> </ul>	<p><u>Develop an understanding of the history of music.</u></p> <ul style="list-style-type: none"> <li>• Following planned lessons find out, research, discover about a wide range of music genres.</li> <li>• Analyse and evaluate a range of music styles and give opinions on composer's style.</li> </ul>

	<ul style="list-style-type: none"> <li>•Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>•Sing songs and create different vocal effects.</li> <li>•Understand how mouth shapes can affect voice sounds.</li> <li>•Identify melodic phrases and play them by ear.</li> <li>•Select instruments to describe visual images.</li> <li>•Choose instruments on the basis of knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>•Create an accompaniment to a known song.</li> <li>•Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify phrases that could be used as an introduction, interlude and ending.</li> <li>•Identify ways sounds are used to accompany a song.</li> <li>•Analyse and comment on how sounds are used to create different moods.</li> <li>•Explore and perform different types of accompaniment.</li> <li>•Explore and select different melodic patterns.</li> <li>•Recognise and explore different combinations of pitch sounds.</li> </ul>	
<p><b>Years 5 &amp; 6</b></p>	<p><u>Singing songs with control and using the voice and musical instruments expressively.</u></p> <ul style="list-style-type: none"> <li>•Sing songs with increasing control of breathing, posture and sound projection.</li> <li>•Sing songs in tune and with an awareness of other parts.</li> <li>•Identify phrases through breathing in appropriate places.</li> <li>•Sing with expression and rehearse with others.</li> <li>•Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>•Identify and control different ways percussion instruments make sounds.</li> <li>•Play accompaniments with control and accuracy.</li> <li>•Create different effects using combinations of pitched sounds.</li> <li>•Use ICT to change and manipulate sounds.</li> </ul>	<p><u>Composition and notation</u></p> <ul style="list-style-type: none"> <li>•Identify different starting points when composing music.</li> <li>•Explore, select combine and exploit a range of different sounds when composing.</li> <li>•Write lyrics to a known song.</li> <li>•Compose a short song to own lyrics based on everyday phrases.</li> <li>•Compose music using a range of stimuli and developing musical ideas into a completed composition.</li> <li>•Perform long and short sounds in response to symbols.</li> <li>•Create long and short sounds on instruments.</li> <li>•Play and sing phrase from dot notation.</li> <li>•Record ideas.</li> <li>•Make symbols as part of a class score.</li> </ul>	<p><u>Listening, Memory and Movement</u></p> <ul style="list-style-type: none"> <li>•Internalise short melodies and play on pitched percussion (play by ear).</li> <li>•Create dances that reflect musical features.</li> <li>•Identify different moods and textures.</li> <li>•Identify how a mood is created by music and lyrics.</li> <li>•Listen to longer pieces of music and identify features.</li> </ul>	<p><u>Develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> <li>•Following planned lessons find out, research, discover about a wide range of music genres.</li> <li>•Analyse and evaluate a range of music styles and give opinions on composer's style.</li> </ul>