



## Curriculum Learning Guide

# Music

**How is Music taught at  
East Morton CE Primary School?**



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### Curriculum Intent:

#### What do we want to achieve with our Music curriculum?

As a Church of England school, Music is central not only to the spiritual development of our learners, but also to their creative, cultural and academic development. Through our whole school and class-based singing opportunities, engaging core Music lessons, high-quality wider opportunity sessions, varied extra-curricular offer and specialist group and individual instrumental tuition, learners are given the opportunity to develop a deep love of Music during their time at East Morton. All are inspired to achieve their potential in Music through this rich curriculum offer, which also provides learners with the opportunity to appreciate a wide range of high quality live music, both through external visits and visitors to school.

### Implementation:

#### How will this be achieved?

Within Reception, our learners are given the opportunity to experiment with Music through singing and use of musical instruments within provision.

As our children move on to KS1, they are given access to our small group and individual instrumental tuition, in addition to timetabled weekly Music lessons. During these lessons, which are aligned with the National Curriculum and taken from the carefully sequenced 'Charanga' programme, learners begin to understand some of the key inter-related dimensions of Music, such as pulse and rhythm, through singing and instrumental work. They are also given the opportunity to use their voices expressively and creatively through singing songs from range of different genres of music. Learners are also supported in developing their ability to listen and appraise. Within KS1, learners are also given the opportunity to experiment with texture and timbre through composition.

In addition to their access to small group and individual instrumental tuition, learners in KS2 receive specialist whole class tuition on ocarina (Years 3 and 4) and recorder (Year 5). During these wider opportunity sessions, learners are taught to read staff notation and to play and perform within an ensemble. Through their timetabled weekly Music lessons (again taken from the carefully sequenced 'Charanga' programme) learners are given the opportunity to develop their skills in listening and appraising as they are introduced to Music from a wide range of different genres. Composition skills are also developed throughout the key

stage as learners being to develop an understanding of all seven of the inter-related dimensions of music (Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure).

Our assessment of Music is developing as we are beginning to use the new assessment statements for each year group, which have been published by Charanga. Teachers are now beginning to use this information to assess whether learners are working at age-related expectations for their year group, or at greater depth, at the end of each unit of work. These outcomes are then formally reported at the end of the academic year.

Our comprehensive extra-curricular offer provides learners with the opportunity to participate in a wide range of ensembles during their time in KS1 and KS2. These ensembles include: Junior Choir, Senior Choir, Samba Band, Tuned Percussion Group, Orchestra and Brass Band. Ensemble members are given the opportunity to rehearse on a weekly basis in preparation for our formal Christmas and Summer Concerts, as well as for incidental performances within the local area. These have included the opportunity to perform in large scale performances such as the recent BDAT Prom at St George's Hall in Bradford, and with renowned local organisations such as Steeton Male Voice Choir.

#### **Cross- Curricular Links**

Subjects such as English and History are reinforced through art by giving learners the opportunity to:  
Articulate ideas and compare and contrast their views with others;  
Use a range of increasingly technical vocabulary;  
Learn about musicians from different periods of history and cultures;

#### **Impact:**

#### **What will outcomes for learners be?**

Learners will:

- know more, remember more and understand more about music
- achieve age related expectations in music
- will have the opportunity to foster their musical skills
- will have a life-long appreciation of music



## Weaving knowledge, skills and understanding together in Music

### Music: Key Stage 1

|               | Performing  | Listening & Appraising  | Composing   |
|---------------|---|---|---|
|               | <ul style="list-style-type: none"> <li><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>Pupils should be taught to play tuned and un-tuned instruments musically</i></li> </ul>   | <ul style="list-style-type: none"> <li><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul>  | <ul style="list-style-type: none"> <li><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></li> </ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>To begin to understand the importance of working together in a group when performing</li> <li>To begin understand the importance of <b>practising, rehearsing</b> and presenting a final <b>performance</b></li> <li>To be able to sing in tune within a limited '<b>pitch</b>' range</li> <li>To begin to understand the difference between '<b>tuned</b>' and '<b>un-tuned</b>' classroom percussion instruments</li> <li>To know how to play selected classroom percussion instruments with support on appropriate technique</li> <li>To explore and create music on classroom percussion instruments with support</li> </ul> | <ul style="list-style-type: none"> <li>To know the term '<b>pulse</b>' and understand that this is the heartbeat of a piece of music, which never stops</li> <li>To be able to internalise the pulse and, with support, reflect this through body movements (e.g. clapping, or marching)</li> <li>To know the term '<b>rhythm</b>' and understand that rhythm is long and short sounds that happen over a steady beat.</li> <li>Begin to be able to identify rhythmic patterns found in speech</li> <li>To know the term '<b>pitch</b>' and understand that pitch relates to <b>high</b> and <b>low</b> sounds</li> </ul> | <ul style="list-style-type: none"> <li>To know that to <b>improvise</b> is to make up simple rhythms and then be able to do this within the context of the song being covered</li> <li>To be able to improvise simple <b>rhythmic</b> patterns</li> </ul> |

- To understand that song words carry meaning
- To understand the importance of **practising, rehearsing** and presenting a final **performance**, with a growing awareness of the audience
- To be able to sing in tune within a limited 'pitch' range, performing with a good sense of pulse and rhythm
- To know and demonstrate the importance of following a leader when singing
- To be able to play and move between differentiated parts, according to ability
- To be able to use listening skills effectively in order to play as a part of a group
- To understand that music can be written down on a '**score**' for musicians to read and follow (introduction through graphic scores)
- To be able to offer simple feedback, when watching, or listening to a performance

- To know the term '**tempo**' and understand that this is the speed of the pulse with in a piece of music
- To know the term '**dynamics**' and understand that this refers to music getting louder, or quieter
- To be able to use simple musical language to describe the music being listened to

- To be able to create simple '**melodies**' within the context of the song being learnt (up to three notes)
- To begin to be able to recognise the link between shape and pitch within graphic notations

## Music: Key Stage 2

|               |  | Performing  | Listening & Appraising  | Composing  |
|---------------|--|---|---|--|
|               |  | <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>use and understand staff and other musical notations</li> </ul>  | <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>   | <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>develop an understanding of the history of music</li> </ul>              |
| <b>Year 3</b> |  | <ul style="list-style-type: none"> <li>Have an understanding of melody and words and their importance and be able to consider how the melody and words within a song should be interpreted.</li> <li>Being to match a performance of a song to how the music sounds i.e. begin to think musically</li> <li>Through whole class instrumental sessions, begin to understand the basics and foundations of <b>staff notation</b>.</li> </ul> | <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.</li> <li>To know the term '<b>texture</b>' and understand that this term is used to describe the different layers of sound within a piece of music (i.e. one part, or two different parts)</li> <li>Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to create more complex tunes and melodies within the context of the song that is being learnt</li> </ul>  |
| <b>Year 4</b> |  | <ul style="list-style-type: none"> <li>Through whole class instrumental sessions, be able to independently read simple staff notation</li> </ul>  | <ul style="list-style-type: none"> <li>To know the term '<b>timbre</b>' and understand that this term is used to describe the different musical tones produced by instruments (e.g.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch by writing <b>graphic notations</b> of simple compositions or improvisations.</li> </ul> |

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|--------|--|--|--|
|        |  | <p>comparing string instruments to woodwind)</p> <ul style="list-style-type: none"> <li>To know the term '<b>structure</b>' and understand that this term is used to describe the way in which a piece of music has been constructed (e.g. verse, chorus, verse)</li> <li>To understand that pulse, tempo, pitch, dynamics, timbre, structure and texture form the '<b>dimensions of music</b>' and that these can be used to describe any type of music.</li> </ul> |  |
| Year 5 | <ul style="list-style-type: none"> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</li> </ul>   | <ul style="list-style-type: none"> <li>Listen with concentration to a variety of music from different styles, traditions and times and with support, place the music in its historical context.</li> <li>Confidently recognise different basic orchestral instruments and their sounds</li> </ul>  | <ul style="list-style-type: none"> <li>Confidently create own melodies within the context of the song that is being learnt.</li> <li>Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</li> </ul> |
| Year 6 | <ul style="list-style-type: none"> <li>Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse.</li> <li>Maintain an independent part in a small group.</li> </ul> | <ul style="list-style-type: none"> <li>Appropriately and confidently discuss the dimensions of music and how they are used in the piece of music being listened to.</li> </ul>   | <ul style="list-style-type: none"> <li>Build an improvisation on a pentatonic scale.</li> <li>Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation.</li> </ul>                               |

