



Wessex Learning Trust



Lymington Church of England
First School

We Learn Together

Music Curriculum Documents





Intent

Music is a universal language that embodies one of the highest forms of creativity. 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. (The National Curriculum)

Music teaching at Lympsham C of E Academy aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Lympsham we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and various performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.



Implementation

Music teaching at Lympsham delivers the requirements of the National Curriculum through use of the Music Express scheme of work for years R - 2. In years 3 and 4, children benefit from whole class specialist teaching delivered by a tutor from Somerset Music. These lessons allow children the opportunity to learn to play an instrument as part of an ensemble and to foster a love of music learning. Throughout the sessions the interrelated elements of music are developed. In pre-school music forms part of daily routines and children are exposed to a range of musical experiences including singing rhymes and songs, using instruments and listening to music.

Performance is at the heart of musical teaching and learning at Lympsham and pupils participate in a range of performances during their school journey. Pupils also take part in Harvest, Christmas and Easter assemblies and church services. Singing assemblies take place weekly where children learn to use their voices expressively and creatively and develop the interrelated dimensions of music. Singing also forms part of daily Collective Worship. Parents are invited and welcomed to watch performances.

Impact

The impact of our music curriculum can be seen through:

- The enthusiasm and confidence children demonstrate in their singing and performances
- Use of the assessment tools provided with Music Express
- Photo and video evidence of music lessons and performances
- Pupil discussions and interviewing the pupils about their learning (pupil voice)
- Attendance and feedback from parents at performances



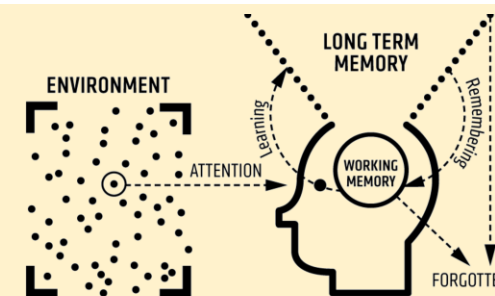
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'



Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn Routines		Ref SLC - Emotional learning environment - physical learning environment	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		Ref SLC - Pace of talk, clarity of instruction	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction 'I Do'		Ref SLC - Explicit teaching of vocabulary - Explicit teaching of listening	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning 'We Do'		Ref SLC - Explicit teaching paired, small group talk	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check 'You Do'			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i>



National Curriculum and EYFS Framework

Substantive Knowledge

Is knowledge gained through experience

Learning about...

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

Disciplinary Knowledge

Refers to facts and information e.g. styles and composers

Learning how to...

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

Procedural Knowledge

Is what is exercised in the performance of a task e.g. creating drum grooves

Learning through...

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
<i>Development Matters 4-5 Years:</i> <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i>	<i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments musically</i> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>		<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>use and understand staff and other musical notations.</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>develop an understanding of the history of music.</i>			

Substantive Knowledge Learning about...(knowledge)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listening and appraising - How to listen with concentration - The key elements of music (pitch, rhythm, tempo, dynamics, structure) Performing: instruments: - The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker Performing: singing - The importance of warming up the voice for singing - Basic breath control - What good posture for singing looks/feels like Composing - The Music has been composed throughout history for different occasions and to reflect people, place and time. - How to use technology as a tool for musical learning		Listening and appraising - The key elements of music - The names of some key composers/musicians Performing: instruments: - What makes a successful performance - How to improvise patterns - Basic staff notation - How to use technology as a tool for performing Performing: singing - The importance of listening to others whilst singing for timing and tuning. Composing - How to use technology as a tool for composing		Listening and appraising - How to listen with attention to detail - The key elements of music - The names of further key composers/musicians Performing: instruments: - The families of the orchestra and the main instruments within those families: woodwind, brass, strings and percussion Performing: singing - How to be the leader in a group performance Composing - How music reflects time, place and culture - How to refine and improve - How to record ideas using basic staff notation - How to use available technology and digital media as a tool for learning.	



Procedural Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing		- Sing a song with contrasting high and low melodies - Control vocal dynamics, duration and timbre - Sing a song together as a group - Combine voices and movement to perform a chant and a song	- Chant and sing in two parts while playing a steady beat - Sing with expression, paying attention to the pitch shape of the melody - Understand pitch through singing, movement, and note names - Prepare and improve a performance using movement, voice and percussion	- Sing in two-part harmony - Copy and create a wide range of vocal sounds to incorporate into a song - Sing in two parts (two different melodies) with movements and percussion - Perform a round in three parts	- Perform a poem as an ensemble with rhythmic accuracy to a steady beat - Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry - Learn to sing partner songs - Sing a call and response song in a minor key in two groups - Sing a song with three simple independent parts - Combine singing, playing and dancing in a performance	- Prepare for a performance by considering narration, performance space, setting up and other logistics - Develop techniques of performing rap using texture and rhythm - Sing and play scales and chromatic melodies accurately - Sing and play percussion in a group piece with changes in tempo and dynamics - Sing a song in unison and three-part harmony - Sing with attention to accuracy in rhythm, pitch and dynamics	- Demonstrate understanding of pitch through singing from simple staff notation - Demonstrate understanding of beat and syncopation through singing and body percussion - Convey lyrical meaning through expressive singing in a part-song with echoes - Learn to sing major and minor note patterns accurately - Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers - Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement - Refine vocal performance with consideration of posture, breathing and enunciation - Perform complex song rhythms confidently - Change vocal tone to reflect mood and style
		Use voices to create descriptive sounds					
Playing Instruments		- Identify and keep a steady beat using instruments - Explore and control dynamics, duration, and timbre with instruments - Play percussion instruments at different speeds (tempi) - Play and control changes in tempo - Explore sounds on instruments and find different ways to vary their sound - Play fast, slow, loud, and quiet sounds on percussion instruments - Use instruments to create descriptive sounds	- Listen to and repeat rhythmic patterns on body percussion and instruments - Play pitch lines on tuned percussion - Accompany a song with vocal, body percussion and instrumenta ostinato - Use instruments expressively in response to visual stimuli	- Accompany a song with a melodic ostinato on tuned percussion - Perform a pentatonic song with tuned and untuned accompaniment - Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion - Perform rhythmic ostinati individually and in combination - Understand and use pitch notations - Read simple rhythm notation - Create and perform from a symbol score - Read graphic notation to play a melody on tuned instruments	- Combine four body percussion ostinati as a song accompaniment - Play a pentatonic song with leaps in pitch on tuned percussion - Play and sing repeated patterns (ostinati) from staff notation - Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations	- Read a melody in staff notation - Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities - Perform music together in synchronisation with a short movie - Develop ensemble playing, focusing on steady beat and placing notes accurately together - Control short, loud sounds on a variety of instruments	- Demonstrate coordination and rhythm skills by participating in a complex circle game - Play a chordal accompaniment to a piece - Follow and interpret a complex graphic score for four instruments - Play tuned instrumental parts confidently from graphic scores with note names



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improving /Exploring		- Improvise descriptive music - Respond to music through movement - Create a soundscape using instruments - Explore different sound sources and materials - Explore sounds on instruments and find different ways to vary their sound	- Explore timbre and texture to understand how sounds can be descriptive - Combine sounds to create a musical effect in response to visual stimuli - Explore voices to create descriptive musical effects - Explore different ways to organise music	- Improvise descriptive music - Improvise to an ostinato accompaniment - Explore simple accompaniments using beat and rhythm patterns	- Improvise in response to visual stimuli, with a focus on timbre - Explore household items as instruments and match rhythms with appropriate soundmakers - Improvise melodies with a given set of five notes (a pentatonic scale) - Explore layers and layering using a graphic score - Understand syncopation and clap improvised off-beat rhythms	- Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion - Learn about jazz scat singing and devise scat sounds - Play and improvise using the whole tone scale - Create musical effects using contrasting pitch - Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities - Learn about and explore techniques used in movie soundtracks	- Devise, combine and structure rhythms through dance - Improvise descriptive music on instruments and other soundmakers
Composing		- Invent and perform new rhythms to a steady beat - Create, play and combine simple word rhythms - Create a picture in sound	- Compose music to illustrate a story - Perform and create simple three and four-beat rhythms using a simple score	- Select descriptive sounds to accompany a poem - Choose different timbres to make an accompaniment - Make choices about musical structure - Create and perform from a symbol score - Arrange an accompaniment with attention to balance and musical effect - Use a score and combine sounds to create different musical textures	- Compose an introduction for a song - Compose and notate pentatonic melodies on a graphic score - Compose a rap - Compose a fanfare - Compose and play sequences of word rhythms	- Develop a structure for a vocal piece and create graphic scores - Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores - Use the musical dimensions to create and perform music for a movie - Evaluate and refine compositions with reference to the inter-related dimensions of music - Create sounds for a movie, following a timesheet	- Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music - Compose programme music from a visual stimulus
Listening		- Recognise and respond to changes in tempo in music - Identify changes in pitch and respond to them with movement - Understand how music can tell a story - Understand musical structure by listening and responding through movement	- Match descriptive sounds to images - Listen to and repeat back rhythmic patterns on instruments and body percussion	- Listen to and learn about Hindustani classical music - Learn how sounds are produced and how instruments are classified - Listen to and learn about traditional Chinese music - Listen to and learn about a Romantic piece of music - Listen to and learn about a medieval antiphon - Listen to, learn about, play and dance to Tudor dance music	- Understand how rhythmic articulation affects musical phrasing - Explore the descriptive music of two famous composers of the 20th and 21st century - Listen to and learn about 1940s dance band music - Listen to and play along with Bhangra music - Copy rhythms and a short melody - Match short rhythmic phrases with rhythm notation - Listen to and learn about Renaissance instruments [Unit: In the past]	- Hear and understand the features of the whole tone scale - Listen to and learn about modern classical/avant garde music (20th century) - Learn about the music of an early Baroque opera - Demonstrate understanding of the effect of music in movies	- Follow and interpret a complex graphic score for four instruments - Experience and understand the effect of changing harmony - Listen to and understand modulation in a musical bridge



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraising		- Identify a sequence of sounds (structure) in a piece of music - Listen in detail to a piece of orchestral music (e.g. identify instruments) - Identify metre by recognising its pattern - Identify a repeated rhythm pattern	- Identify ways of producing sounds (e.g. shake, strike, pluck) - Identify rising and falling pitch - Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) - Use simple musical vocabulary to describe music - Listen, describe and respond to contemporary orchestral music	- Identify the metre in a piece of music - Recognise rhythm patterns in staff notation - Recognise pitch shapes	- Identify different instrument groups from a recording - Describe the structure of a piece of orchestral music - Develop listening skills by analysing and comparing music from different traditions - Identify key features of minimalist music - Compare and contrast the structure of two pieces of music - Identify the metre of a new song or piece - Listen to and analyse 20th century ballet music	- Listen to a 19th century tone poem and describe its effects and use of the musical dimensions - Listen to and analyse 19th century impressionist music using musical vocabulary - Compare and contrast two pieces of 19th century Romantic music - Identify changes in tempo and their effects - Evaluate and refine compositions with reference to the inter-related dimensions of music - Explore and analyse a song arrangement and its structure - Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time	- Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music - Discuss the music of a Russian Romantic composer with reference to a painting from the same period
Tier 2 Vocabulary		Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps			The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre		
Tier 3 Vocabulary		Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary			The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.		



Long Term Plan - example							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme 1 <i>Ourselves and Humankind</i>							
Theme 2 <i>Culture and Diversity</i>							
Theme 3 <i>Community and Citizenship</i>							
Theme 4 <i>Exploration and Discovery</i>							
Theme 5 <i>Expression and Creativity</i>							