

Subject

Music

Aims/Intent

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. "Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." Plato

At Weston Primary & Nursery School, our Music Curriculum intends to inspire creativity and self-expression, while encouraging our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing pupils to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, we will enable pupils to become confident, reflective musicians. We intend that every child shall enjoy their opportunities to learn about music in all its forms – to enjoy the opportunity to make music, listen to and appreciate it and understand the specialist aspects of it – its language, its patterns and its notation.

The Weston 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.**

Every week Weston children come together in a singing assembly to share various hymns, Out of the Ark songs and modern pop songs. At the end of each term some of these are shared to parents in our church service.

We also have various musical instrument demonstrations periodically, and children can opt to have private or group lessons in these instruments.

Curriculum Content

EYFS

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four-Year-Olds	Communication and Language	• Sing a large repertoire of songs.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	• Combine different movements with ease and fluency.
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

See EYFS page for further information.

Pupils will be taught the following units:

Year B (2023-2024)

KS1 Year 1 & 2

OAK ACADEMY KS1

- Contrasts
- Musical devices
- Pitch

Year A (2024-2025)

KS1 Year 1 & 2

OAK ACADEMY KS1

- Pulse/Pulse & Metre
- Rhythm 1 & 2

Year B (2023-2024)

Lower KS2 Year 3 & 4

- North Herts Music School
- Ukulele

Year A (2024-2025) Year 3 & 4

- Timbre
- Texture
- Musical processes
- Metre

Year B (2023-2024)

Year 5 & 6

- Duration
- Rhythm 3 & 4

Year A (2024-2025)

Year 5 & 6

- Tonality
- Structure
- Harmony

Pupils will be taught to;

***Singing songs with control and using the voice expressively.**

Year 1&2

- Find their singing voice and use their voices confidently.
- Sing a melody accurately at their own pitch.
- Sing with a sense of awareness of pulse and control of rhythm.
- Recognise phrase lengths and know when to breathe.

- Sing songs expressively.
- Follow pitch movements with their hands and use high, low and middle voices.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.

Year 3 & 4

- Sing with confidence using a wider vocal range.
- Sing in tune.
- Sing with awareness of pulse and control of rhythm.
- Recognise simple structures. (Phrases).
- Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
- Sing songs and create different vocal effects.
- Understand how mouth shapes can affect voice sounds.
- Internalise sounds by singing parts of a song 'in their heads.'

Year 5 & 6

- Sing songs with increasing control of breathing, posture and sound projection.
- Sing songs in tune and with an awareness of other parts.
- Identify phrases through breathing in appropriate places.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

***Listening, Memory and Movement.**

Year 1 & 2

- Recall and remember short songs and sequences and patterns of sounds.
- Respond physically when performing, composing and appraising music.
- Identify different sound sources.
- Identify well-defined musical features.

Year 3 & 4

- Identify melodic phrases and play them by ear.
- Create sequences of movements in response to sounds.
- Explore and choose different movements to describe animals.
- Demonstrate the ability to recognise the use of structure and expressive elements through dance.
- Identify phrases that could be used as an introduction, interlude and ending.

Year 5 & 6

- Internalise short melodies and play these on pitched percussion (play by ear).
- Create dances that reflect musical features.
- Identify different moods and textures.
- Identify how a mood is created by music and lyrics.
- Listen to longer pieces of music and identify features.

***Controlling pulse and rhythm**

Year 1 & 2

- Identify the pulse in different pieces of music.
- Identify the pulse and join in getting faster and slower together.
- Identify long and short sounds in music.
- Perform a rhythm to a given pulse.
- Begin to internalise and create rhythmic patterns.

- Accompany a chant or song by clapping or playing the pulse or rhythm.

Year 3 & 4

- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.
- Identify and recall rhythmic and melodic patterns.
- Identify repeated patterns used in a variety of music. (Ostinato).

Year 5 & 6

- Identify different speeds of pulse (tempo) by clapping and moving.
- Improvise rhythm patterns.
- Perform an independent part keeping to a steady beat.
- Identify the metre of different songs through recognising the pattern of strong and weak beats.
- Subdivide the pulse while keeping to a steady beat

***Exploring sounds, melody and accompaniment.**

Year 1 & 2

- To explore different sound sources.
- Make sounds and recognise how they can give a message.
- Identify and name classroom instruments.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Change sounds to reflect different stimuli.

Year 3 & 4

- Identify ways sounds are used to accompany a song.
- Analyse and comment on how sounds are used to create different moods.
- Explore and perform different types of accompaniment.
- Explore and select different melodic patterns.
- Recognise and explore different combinations of pitch sounds

Year 5 & 6

Skills development for this element are to be found within 'Control of instruments' and 'Composition'.

***Control of instruments**

Year 1 & 2

- Play instruments in different ways and create sound effects.
- Handle and play instruments with control.
- Identify different groups of instruments.

Year 3 & 4

- Identify melodic phrases and play them by ear.
- Select instruments to describe visual images.
- Choose instruments on the basis of internalised sounds.

Year 5 & 6

- Identify and control different ways percussion instruments make sounds.
- Play accompaniments with control and accuracy.
- Create different effects using combinations of pitched sounds.
- Use ICT to change and manipulate sounds.

***Composition**

Year 1 & 2

- Contribute to the creation of a class composition.

- Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.

Year 3 & 4

- Create textures by combining sounds in different ways.
- Create music that describes contrasting moods/emotions.
- Improvise simple tunes based on the pentatonic scale.
- Compose music in pairs and make improvements to their own work.
- Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.

Year 5 & 6

- Identify different starting points or composing music.
- Explore, select combine and exploit a range of different sounds to compose a soundscape.
- Write lyrics to a known song.
- Compose a short song to own lyrics based on everyday phrases.
- Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

***Reading and writing notation**

Year 1, 2, 3 & 4

- Perform long and short sounds in response to symbols.
- Create long and short sounds on instruments.
- Play and sing phrase from dot notation.
- Record their own ideas.
- Make their own symbols as part of a class score.

Year 5 & 6

- Perform using notation as a support.
- Sing songs with staff notation as support.

***Performance skills**

Year 1 & 2

- Perform together and follow instructions that combine the musical elements.

Year 3 & 4

- Perform in different ways, exploring the way the performers are a musical resource.
- Perform with awareness of different parts.

Year 5 & 6

- Present performances effectively with awareness of audience, venue and occasion

***Evaluating and appraising**

Year 1 & 2

- Choose sounds and instruments carefully and make improvements to their own and others' work.

Year 3 & 4

- Recognise how music can reflect different intentions.

Year 5 & 6

- Improve their work through analysis, evaluation and comparison

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

