



# MUSIC

## Music

Mersey Park Primary School



*Be Nice*



*Work Hard*



*Never Give Up*

## Music at Mersey Park Primary School

### What we teach

At Mersey Park Primary School, we believe that music should be an enjoyable learning experience for all children and one which encourages children to participate in a variety of musical opportunities. We believe that music is a unique way of communicating that can inspire and motivate children. It is a tool for personal expression and it can play an important part in personal development. We ensure our music curriculum is enriched with as many different learning opportunities as possible, so our children can have musical experiences that they would not otherwise have access to. We aim to provide our children with a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

Our music curriculum ensures students sing, listen, play, perform and evaluate, following National Curriculum aims and objectives and the Statutory Framework for the Early Years Foundation Stage. This is embedded in the classroom activities as well as weekly singing assemblies, and concerts and performances throughout the school year. We encourage an inclusive environment with all of our curriculum and ensure all pupils, including those most vulnerable and those who are disadvantaged, have the opportunity to access the full and broad curriculum through carefully planned support and scaffolding as required.

### How we teach it

From an early age, we make sure that children are introduced to a range of composers and musicians so they can experience styles and genres that might be new to them. The Kapow scheme of work is used from Foundation Stage to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Curriculum progression is clearly set out in our Progression of Skills planning document, which has been carefully structured to allow lots of opportunities for children to practice and embed key skills and concepts.

Each music lesson starts with a mini-quiz, which revises prior knowledge and embeds important facts into children's long-term memory. These quizzes are informal and allow teachers an opportunity to address misunderstandings and highlight key areas, which need more revision. Teachers regularly assess pupils' abilities to appraise, compose and perform a wide variety of music. Music is monitored throughout all year groups using a variety of strategies such as folder/work scrutinies, lesson observations and pupil interviews.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. 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. This vocabulary is revisited and revised through the use of quizzes, knowledge organisers which highlight musical vocabulary, key knowledge, and significant musicians and composers.

In recent years, we have worked with visiting artists and performers, for example Key Strings and Merseyside Police brass band, to provide our children with authentic and real life opportunities to get involved with workshops and performances. Additional opportunities are offered in music, such as the Key Stage 2 choir which performs regularly in school and at events in the local community.

Teachers are provided with regular opportunities to develop their own subject knowledge through sharing good practice, peer observation and visiting experts.

An end of term assessments are undertaken by the children which informs future teaching and improvements to planning as required. Final end of year assessments are made using assessment criteria grid that has been developed in line with the National Curriculum and Kapow, which identifies the level at which the child is working. Class teachers record these assessment outcomes using our tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked regularly using Target Tracker. Age related expectation levels are reported to parents at the end of the year.

### **SMSC through Music**

The spiritual aspect of music is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our children to express their feelings to improve their levels of articulacy. We create a supportive environment where children can feel comfortable expressing their feelings. Children are encouraged to be sensitive to the needs of others.

Children are encouraged to listen to songs with moral messages and discuss their meaning.

They collaborate in group tasks where they take responsibility for their own learning outcomes and progress. In group tasks we build a sense of unity and collaboration.

The resources and music examples used across school encourage a respect and appreciation for cultures around the world that have contributed to the development of our current popular music. We encourage children to make their own music and to incorporate different musical influences in their own composition.

### **Impact**

Music reflects the culture and society we live in, and so the teaching and learning of music allows children to better understand the world they live in. It also plays an important part in enabling children to feel part of a community. They are given access to more unusual instruments to give them a wider learning experience of instruments that they might not come across in life, such as ukuleles and Samba drums.

By the end of Key Stage Two, we aim to develop musicians with 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 play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

## Music Subject Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>F1</b>	<p>Staff continually support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.</p>					
	<p><b>Exploring sound</b>  <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>  <i>Explore and engage in music making and dance, performing solo or in groups.</i></p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p>			<p><b>Music and movement</b>  <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></p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>		
<b>F2</b>	<p>Staff continually support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.</p>					
	<p><b>Celebration music</b>  <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>  <i>Watch and talk about dance and performance art, 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></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p><b>Musical stories</b>  <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>  <i>Create collaboratively sharing ideas, resources and skills.</i>  <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>  <i>Explore and engage in music making and dance, performing solo or in groups.</i></p> <p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Transport</b>  <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>Create collaboratively, sharing ideas, resources and skills.</i></p> <p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p><b>Big band</b>  <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>  <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>  <i>Create collaboratively sharing ideas, resources and skills.</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></p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>		

<p style="text-align: center;"><b>Year 1</b></p>	<p><b>Keeping the Pulse</b> (Theme: My favourite things)</p> <p><i>Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</i></p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<p><b>Sounds Patterns</b> (Theme: Fairy tales)</p> <p><i>Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.</i></p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p>	<p><b>Pitch</b> (Theme: Superheroes)</p> <p><i>Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</i></p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes to help tell a story and make music more exciting.</p>	<p><b>Musical Symbols</b> (Theme: Under the sea)</p> <p><i>Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.</i></p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>
<p style="text-align: center;"><b>Year 2</b></p>	<p><b>Call and Response</b> (Theme: Animals)</p> <p><i>Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.</i></p> <p>Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>	<p><b>Instruments Musical Storytelling</b> (Theme: Traditional Western stories)</p> <p><i>Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.</i></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p><b>Pitch Musical me</b></p> <p><i>Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.</i></p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p><b>Structure</b> (Theme: Myths and Legends)</p> <p><i>Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</i></p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>

<p style="text-align: center;"><b>Year 3</b></p>	<p><b>Changes in pitch, tempo and dynamics</b> (Theme: Rivers)</p> <p><i>Sing in tune and in harmony with others, with developing breath control.</i> <i>Explain how a piece of music makes them feel with some use of musical terminology.</i> <i>Perform a vocal ostinato in time.</i> <i>Listen to other members of their group as they perform.</i> <i>Create an ostinato and represent it on paper so that they can remember it.</i> <i>Create and perform a piece with a variety of ostinatos.</i></p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><b>Pentatonic melodies and composition</b> (Theme: Chinese New Year)</p> <p><i>Match their movements to the music, explaining why they chose these movements.</i> <i>Accurately notate and play a pentatonic melody.</i> <i>Play their part in a composition confidently.</i> <i>Work as a group to perform a piece of music.</i></p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p><b>Ballads</b></p> <p><i>Identify the key features of a ballad.</i> <i>Perform a ballad using actions.</i> <i>Sing in time and in tune with a song and incorporate actions.</i> <i>Retell a summary of an animation's story.</i> <i>Write a verse with rhyming words which tell part of a story.</i> <i>Perform their lyrics fluently and with actions.</i></p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p><b>Traditional instruments and improvisation (Theme: India)</b></p> <p><i>Verbalise feelings about music and identify likes and dislikes.</i> <i>Read musical notation and play the correct notes of the rag.</i> <i>Improvise along to a drone and tal.</i> <i>Play a rag and a tal accurately alongside a drone.</i> <i>Sing accurately from musical notation and lyrics.</i> <i>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</i></p> <p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>
<p style="text-align: center;"><b>Year 4</b></p>	<p><b>Adapting and transposing motifs</b> (Theme: Romans)</p> <p><i>Learn a new song, singing in time and in tune while following the lyrics.</i> <i>Identify motifs aurally and play a repeated pattern on a tuned instrument.</i> <i>Create and performing a motif, notating it with reasonable accuracy.</i> <i>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</i> <i>Combine different versions of a musical motif and perform as a group using musical notation.</i></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p><b>Body and tuned percussion</b> (Theme: Rainforests)</p> <p><i>Identify the structure of a piece of music.</i> <i>Have an idea as to when there is one layer in a piece of music and when there are two.</i> <i>Play a sequence in the correct order in time with their partner.</i> <i>Have two contrasting rhythms being played together.</i> <i>Have two different melodies being played together.</i> <i>Have a complete piece of music with four different layers with an appropriate structure.</i></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p><b>Samba and carnival sounds and instruments</b></p> <p><i>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</i> <i>Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.</i> <i>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</i> <i>Play their break in time with the rest of their group and play in the correct place in the piece.</i> <i>Play in time and with confidence; accurately playing their break.</i></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p><b>Developing singing technique</b> (Theme: The Vikings)</p> <p><i>Move and sing as a team, following the lyrics on the screen.</i> <i>Recognise minims, crotchets and quavers often by ear and reliably by sight.</i> <i>Perform rhythms accurately from notation and layer them to create a composition.</i> <i>Add appropriate sound effects to their performances using untuned percussion.</i> <i>Join in with the performances confidently, and reasonably in time and tune.</i> <i>Make suggestions for improving their performance.</i></p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>

<p style="text-align: center;"><b>Year 5</b></p>	<p><b>Composition to represent the festival of colour</b> (Theme: Holi festival)</p> <p><i>Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music.</i></p> <p><i>Create a vocal composition in response to a picture and justify their choices using musical terms.</i></p> <p><i>Create a vocal composition in response to a colour.</i></p> <p><i>Record their compositions in written form.</i></p> <p><i>Work as a group to perform a piece of music.</i></p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p><b>South and West Africa</b></p> <p><i>Sing using the correct pronunciation and with increasing confidence.</i></p> <p><i>Play a chord with two notes, remaining in time.</i></p> <p><i>Maintain their part in a performance with accuracy.</i></p> <p><i>Play the more complicated rhythms in time and with rests.</i></p> <p><i>Create an eight beat break and play this in the correct place.</i></p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p>	<p><b>Blues</b></p> <p><i>Name three key features of Blues music.</i></p> <p><i>Sing in tune, using vocal expression to convey meaning.</i></p> <p><i>Explain what a chord is and play the chord of C sixteen times.</i></p> <p><i>Play the twelve bar blues correctly.</i></p> <p><i>Play the notes of the Blues scale in the correct order, ascending and descending.</i></p> <p><i>Play a selection of Blues scale notes out of order in their own improvisation.</i></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p><b>Baroque</b></p> <p><i>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</i></p> <p><i>Take part in a vocal improvisation task based on Baroque recitative.</i></p> <p><i>Play several parts of a canon using staff notation, with or without letter names.</i></p> <p><i>Compose a ground bass melodic ostinato.</i></p> <p><i>Notate a ground bass pattern using staff notation.</i></p> <p><i>Name some well-known Baroque composers and describe what musical features they were known for.</i></p> <p><i>Learn a fugue part by reading staff notation, with or without note names.</i></p> <p><i>Perform a fugue.</i></p> <p>Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>
<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Composition notation</b> (Theme: Ancient Egypt)</p> <p><i>Sing in time and in tune with other people and the backing track.</i></p> <p><i>Remember the lyrics to a song.</i></p> <p><i>Identify the structure of a piece of music and match this to non-standard notation.</i></p> <p><i>Improvise their own piece of music.</i></p> <p><i>Play a melody with reasonable accuracy.</i></p> <p><i>Perform with confidence and in time with others.</i></p> <p><i>Compose and play a melody using stave notation.</i></p> <p><i>Contribute meaningfully to the group performance and composition.</i></p> <p><i>Use hieroglyphic notation to show the structure of their piece.</i></p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p><b>Theme and variations</b> (Theme: Pop Art)</p> <p><i>Perform rhythms confidently either on their own or in a group.</i></p> <p><i>Identify the sounds of different instruments and discuss what they sound like.</i></p> <p><i>Make reasonable suggestions for which instruments can be matched to which pieces of art.</i></p> <p><i>Recall the names of several instruments according to their orchestra sections.</i></p> <p><i>Keep the pulse with the body percussion section and sing with control and confidence.</i></p> <p><i>Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</i></p> <p><i>Draw the rhythms accurately and show a difference between each of their variations.</i></p> <p><i>Showcase creativity in the finished product.</i></p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Dynamics, pitch and texture</b> (Theme: Fingal's Cave)</p> <p><i>Engage in discussion about the sounds of an orchestral piece.</i></p> <p><i>Have a selection of varied vocabulary in response to what they hear.</i></p> <p><i>Change dynamics and pitch, differentiating between the two.</i></p> <p><i>Take the role of conductor or follow a conductor.</i></p> <p><i>Change texture within their group improvisation and talk about its effect.</i></p> <p><i>Create a graphic score to represent sounds.</i></p> <p><i>Follow the conductor to show changes in pitch, dynamics and texture.</i></p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p><b>Composing and performing a Leavers' Song</b></p> <p><i>Identify and evaluate the musical features of a song.</i></p> <p><i>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</i></p> <p><i>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</i></p> <p><i>Fit an existing melody over a four-chord backing track.</i></p> <p><i>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</i></p> <p><i>Record melodies using letter notation.</i></p> <p><i>Perform the leavers' song with confidence.</i></p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>

## Music - Early Years

### Development Matters

#### Birth to Three

- Shows attention to sounds and music
- Responds emotionally and physically to music when it changes
- Moves and dances to music
- Explores with his/ her voice and enjoys making sounds
- Joins in with songs/ rhymes, making sounds
- Make rhythmical and repetitive sounds
- Explores a range of sound-makers and instruments and plays them in different ways

#### Three and Four Year Olds (Foundation 1)

- Listens with increased attention to sounds
- Is able to remember and sing entire songs
- Can sing the pitch of a tone sung by another person ('Pitch Match')
- Can sing the melodic shape (moving melody such as up and down) in familiar songs
- Is able to create own song or improvise a song around one they know
- Plays instruments with increasing control to express own feelings and ideas

#### Children in Foundation 2

- Listens attentively, moves to and talks about music expressing own feelings and responses
- Sings in a group or on own, increasingly matching the pitch and following the melody
- Explores in music making and dance, performing solo or in groups

### Early Learning Goals

- Performs songs, rhymes, poems and stories with others, and when appropriate, tries to move in time with music
- Sings a well- known range of nursery rhymes and songs



## Music National Curriculum Subject Content

### Key Stage 1

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

### 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