

Music

Music Intent

Why do we teach music?

Through our teaching of music, it is hoped that pupils will be inspired and motivated to use it as a vehicle for personal expression and development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music also plays an important part in helping children feel part of a community.

What is the aim of our curriculum for music?

Here at Westende, all pupils are provided with opportunities to create, play, perform and enjoy music. Our school uses the KS2 national curriculum for music as the basis for its curriculum planning. Through our curriculum, pupils will develop the skills to appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

Music Intent

What do we teach in our music curriculum?

Key Stage 2

- 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

Music Implementation

How is music taught at Westende Junior School?

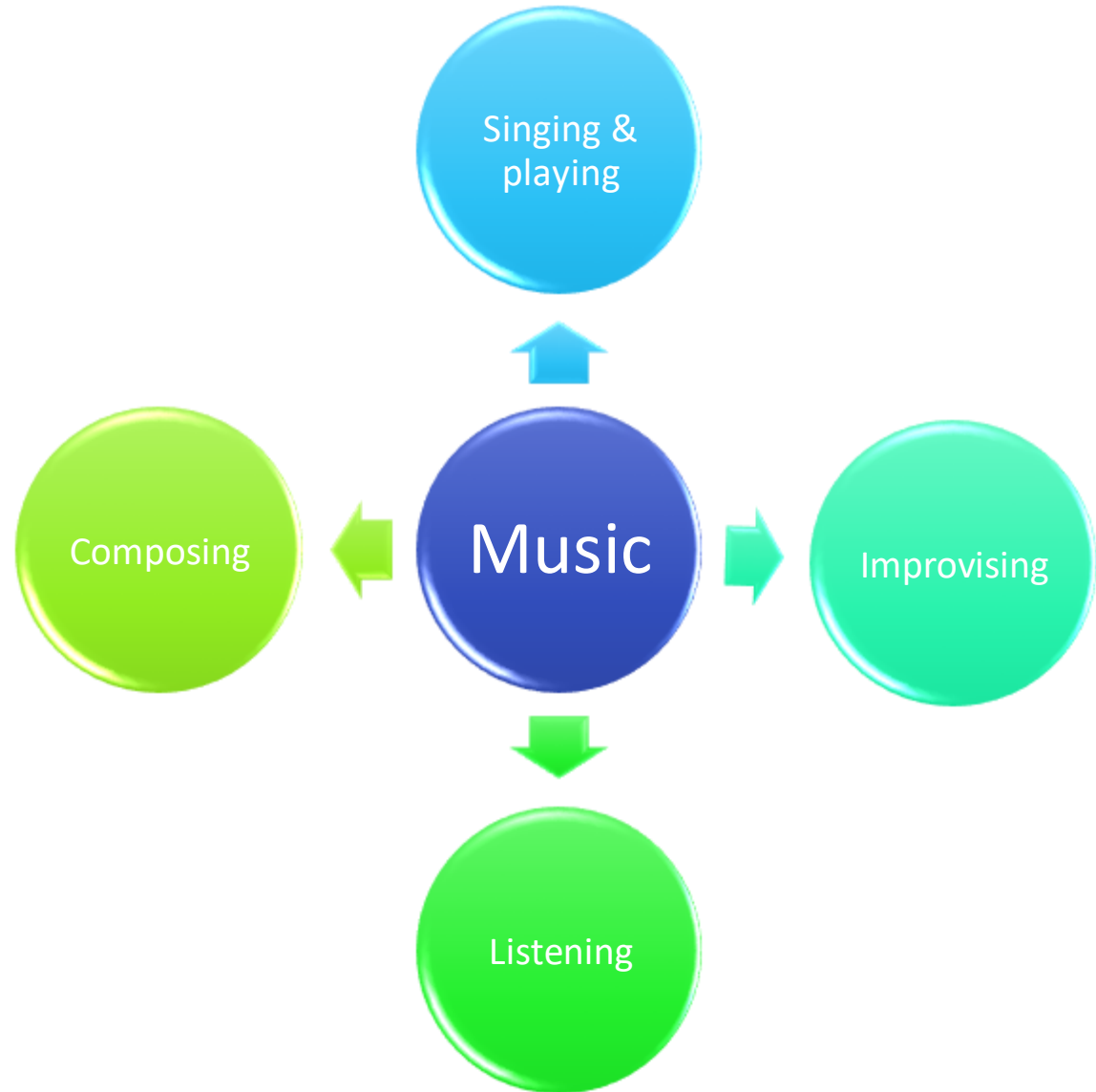
- At Westende, we follow our own curriculum, (linked to the ks2 national curriculum) which has been designed to develop skills. Children will be exposed to a range of diverse music and musical styles as part of their topic learning.
- The online resource 'Charanga' is used to supplement lessons, as is the Music Express scheme of work for music. In addition to the specific music lessons, Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- In music, progression can be shown by doing simple things better, as well as by doing more complex things.
- The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children in Years 4&5 are taught to play a musical instrument through partnership with Berkshire Maestros Music Hub. This gives every child the opportunity to learn an instrument whilst in primary education.

Music Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Body Percussion – Using BBC Ten Pieces 'Connect It' by Anna Meredith	Tchaikovsky and The Nutcracker – Using BBC Ten Pieces "The Nutcracker" by Tchaikovsky	Charanga – 3 Little Birds by Bob Marley		Folk music TBC	
Year 4	Composing	Singing and performance	Notation and rap	Glockenspiels	Learning to play the ukulele	Learning to play the ukulele
Year 5	Learning to play the ukulele	Learning to play the ukulele	Ukulele lessons continued	Ukulele lessons continued	Playing: Glockenspiel	Singing Livin' on a Prayer and Fresh Prince of Bell-Air using Charanga
Year 6	Playing the ocarina	Compose and record own compositions	Listening and appraising Mayan music	Body percussion to create a rhythm in groups.	Playing: Glockenspiel	Year 6 performance

Music

Key Concepts



Music Progression Map

Singing and Playing

3	<ul style="list-style-type: none">• Enjoy singing and playing, trying out and changing sounds; explore sounds and music through play.• Sing broadly in tune within a limited pitch range.• Follow and offer simple musical instructions and actions.• Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills).• Show awareness of the audience when performing.
4	<ul style="list-style-type: none">• Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.• Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).• Join in and stop as appropriate.• Respond to musical cues.• Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower) supported by verbal explanation, pictures, movements etc. as appropriate.• Name common classroom instruments
5	<ul style="list-style-type: none">• Sing and play confidently and fluently, maintaining an appropriate pulse.• Suggest, follow and lead simple performance directions.• Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.• Maintain an independent part in a small group when playing (e.g. rhythm, ostinato, drone, simple part singing etc.).
6	<ul style="list-style-type: none">• Maintain a strong sense of pulse and recognise and self- correct when going out of time.• Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.• Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.• As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.

Music Progression Map

Improvising

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| 3 | <ul style="list-style-type: none">• Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). |
| 4 | <ul style="list-style-type: none">• Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). |
| | <ul style="list-style-type: none">• Use voice, sounds, technology and instruments in creative ways. |
| 5 | <ul style="list-style-type: none">• Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. |
| 6 | <ul style="list-style-type: none">• Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. |

Music Progression Map

Listening

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| 3 | <ul style="list-style-type: none">• Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/ sharing ideas. |
| 4 | <ul style="list-style-type: none">• Listen with increased concentration, responding appropriately to a variety of live and recorded music,• Make statements and observations about the music and through movement, sound-based and other creative responses. |
| 5 | <ul style="list-style-type: none">• Offer comments about own and others' work and ways to improve.• Accept feedback and suggestions from others.• Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range. |
| 6 | <ul style="list-style-type: none">• Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.• Share opinions about own and others' music and be willing to justify these.• Critique own and others' work, offering specific comments and justifying these. |

Music Progression Map

Composing

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| 3 | <ul style="list-style-type: none">• Create music, and suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear).• Comment on and respond to recordings of own voice, other classroom sounds, musical instruments etc. |
| 4 | <ul style="list-style-type: none">• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.• Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. |
| 5 | <ul style="list-style-type: none">• Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.• Create simple rhythmic patterns, melodies and accompaniments. |
| 6 | <ul style="list-style-type: none">• Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.• Create music which demonstrates understanding of structure and discuss the choices made. |