



Music at St Mary's:

'Without music, life would be a mistake' Nietzsche

Intent

Music is an essential part of life; integral in the development of the whole person. We believe that the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning music develops all aspects of a child's learning. These abilities are directly transferable to other areas of the curriculum, allowing children to flourish, and will be invaluable in their future life. At our school, children have access to music through regular class lessons, worship, workshops as well as extra opportunities such as peripatetic music lessons, orchestra, choir and wider performance opportunities with other schools and in the local community. At St Mary's, music demonstrates the school drivers of Community, Whole Child and Communication.

Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections which will improve memory and coordination. Children will find that music is enjoyable and relaxing and can help reduce stress. All children will be able to experience a sense of achievement and pride. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives. An appreciation of music enables children to be happy, well-adjusted and cooperative adult.

Music feeds the soul.

Implementation

The principal categories of the National Curriculum are taught to each Year Group. A specialist Music teacher provides 45-minute lessons to Key Stage 2 classes and 30 minutes to Key Stage 1. Reception children are taught by the class teacher. Music is a foundation subject within in the National Curriculum. In Key Stage 2 children have the opportunity to learn an instrument through peripatetic music lessons with an experienced music tutor. They have the chance to learn the piano, violin, cornet, clarinet and flute.

Year group lessons are based around Music Express, Cool4school and Imoves schemes and the threshold concepts.

Pupils perform, listen to, review and appraise music across a range of historical periods, genres, styles and traditions which reflects the diverse community in which we live.

- 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 through O Gen and Music lab



- Understand and explore how music is created through the building blocks of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Develop their performance expertise through musical opportunities such as: end of year concerts, assembly performances, music share, mass, local community ensembles, Snape, collaboration with local schools, Nativity performances and KS2 summer performance.

Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers of 'Community, Whole Child and Communication' in full use:

- Christmas performances and ensembles to peers and local community.
- Key Stage 2 perform a musical in the Summer Term.
- Pupils regularly perform at Prayer and Praise, concerts, assemblies, fares and in church.
- Key Stage 2 visits to concert halls, ballet, musicals both regionally and in London.
- KS2 choir and orchestra
- Visiting peripatetic staff provide woodwind, brass and string lessons.
- Visiting musicians present workshops and the opportunity to hear live music

Threshold Concepts for Music:

- **Perform**
This concept involves understanding that music is created to be performed.
- **Compose**
This concept involves appreciating that music is created through a process which has a number of techniques.
- **Transcribe**
This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- **Describe music**
This concept involves appreciating the features and effectiveness of musical elements.



Music vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	hymn, jazz, keyboard, melody, music, note, pulse, rest, solo, song, step, time, trio, duo, beat, chord, duration, dynamics, pitch, pulse, rhythm, percussion, rest, structure, accompany, compose,
Milestone 2 Year 3 and 4	accompaniment, andante, aria, audition, concerto, development, digital, drone, gospel, harmony, improvise, interval, melodic ostinato, notation, opera, production, recital, rhythm, theme, scale, Rhythmic ostinato, melody, harmony, jazz, opera, theme, programme music, phrase, pentatonic, interval, chorus, verse, score
Milestone 3 Year 5 and 6	acapella, accelerando, allegro, ballad, binary, binary, clef, composer, composition, conductor, crescendo, interpretation, octave, quartet, quinate, requiem, symphony, syncopation, virtuoso, baroque, copyright, blues, ensemble, gamelan, graphic, soundscape, unison, chromatic, duet, trio, quartet, solo

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it



Lenses for Music

Each topic must address all of the relevant year group milestones, for example, sing from memory with accurate pitch.

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Singing and Moving</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms 	<p>Christmas Performance</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. 	<p>Exploring sound</p> <ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). 	<p>Singing and Moving</p> <ul style="list-style-type: none"> • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Composing</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Performing</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument.
Year 1	<p>Exploring sound and beat</p> <ul style="list-style-type: none"> • Identify the beat of a tune. 	<p>Christmas Share</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<p>Describing and transcribing</p> <ul style="list-style-type: none"> • Make and control long and short sounds, 	<p>Exploring sound and beat</p> <ul style="list-style-type: none"> • Create short, musical patterns. 	<p>Performing</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<p>Composing – pitch and beat</p> <ul style="list-style-type: none"> • Choose sounds to create an effect.



	<ul style="list-style-type: none"> • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. 	<p>using voice and instruments.</p> <ul style="list-style-type: none"> • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. 	<ul style="list-style-type: none"> • Sequence sounds to create an overall effect.
Year 2	<p>Exploring sound and beat</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). 	<p>Christmas Performance</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>Describing and transcribing</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Use symbols to represent a composition and use them to help with a performance. 	<p>Exploring sound and beat</p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Performing</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>Composing – pitch and beat</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect.



						<ul style="list-style-type: none"> • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
Year 3	<p>Composing</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. 	<p>Christmas Performance</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 	<p>Listening and composing</p> <ul style="list-style-type: none"> • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. 	<p>Performing</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 	<p>Describing and transcribing</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas 	<p>Ks2 Performance</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.



		<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 		<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Year 4	<p>Exploring sounds and beat – composing</p> <ul style="list-style-type: none"> • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>Christmas Performance</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 	<p>Describing and transcribing</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas 	<p>Composing</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. 	<p>Performing</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 	<p>Ks2 Performance</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.



			<p>of likes and dislikes.</p> <ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 		<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Year 5	<p>Performing</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. 	<p>Christmas Performance</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. 	<p>Listening and composing</p>	<p>Describing and transcribing</p> <ul style="list-style-type: none"> • Read and create notes on 	<p>Performing compositions Using technology</p> <ul style="list-style-type: none"> • Combine a variety of musical devices, 	<p>Ks2 Performance</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence.



	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. 	<p>the musical staff.</p> <ul style="list-style-type: none"> • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	<p>including melody, rhythm and chords.</p> <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Year 6	Performing and Dance	Christmas Performance	Listening and composing	Describing and transcribing	Performing compositions - Using technology	Ks2 Performance



	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies	<ul style="list-style-type: none">• Read and create notes on the musical staff.• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.• Understand and use the # (sharp) and b (flat) symbols.• Use and understand simple time signatures• Use the standard musical notation of crotchet, minim and semibreve to indicate how	<ul style="list-style-type: none">• Combine a variety of musical devices, including melody, rhythm and chords.• Thoughtfully select elements for a piece in order to gain a defined effect.• Use drones and melodic ostinati (based on the pentatonic scale	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful playing (instrument).
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			<ul style="list-style-type: none">• accompaniments• drones• cyclic patterns	many beats to play. Describe how lyrics often reflect the cultural context of music and have social meaning.		
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Breadth of Study

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none">• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the stave and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.



Cultural capital in Music:

	Autumn	Spring	Summer
Whole school events		Bassistry Arts / Travelling by Tuba	Summer Concert
Reception	Nativity		Music share
Year 1	Nativity		Music share
Year 2	Nativity Singing at a residential home		Music share
Year 3	Christmas Play		Music share
Year 4	Christmas Play		Music share
Year 5	Christmas Play		Music share
Year 6	Trip to ballet or musical	Snape Concert	Music share

Cross curricular in Music:

	Autumn	Spring	Summer
Reception	Communication, Language and Literacy - learning new words and sounds. Encourage children to have fun with rhyme. Number – counting songs and rhymes PSHE – take turns and share. Listening and following instructions		
Year 1	English – story telling	Maths – beat and pattern counting	Geography/ science – describing the weather
Year 2	PSHE – describing mood and emotions	PE – moving to music, using their body.	Maths – beat, pattern, counting
Year 3	Geography – environment compositions	DT – building site performance	History – Ancient Greece
Year 4	English – poetry to music	Science – classifying instruments	Geography – around the world
Year 5	History – our community	PE – keeping healthy	Computing – music composition
Year 6	PE – step performances	PSHE – Journeys	Computing – moving on using O Gen