



Walton and Lees Hill CE Primary School

6 Caring, sharing, and always learning. 9

Progression in music

Music at Walton and Lees Hill CE Primary School

We are proud of the musical experiences that we are able to offer our children. Music is a celebration of creativity and we use this to engage and inspire our children to develop a love of music. We have two peripatetic music teachers who visit school weekly, delivering woodwind, keyboard and guitar lessons. Children have a discrete weekly session, where they have the opportunity to learn to play an instrument and learn standard musical notation. Children have the opportunity to listen to and appreciate a wide range of music throughout school life. This includes whole-school lunchtimes and worship, as well as in their classrooms. Opportunities are created throughout the school year and in different situations, for children to perform, both singing and playing an instrument. This is to allow for an increase in self-confidence, creativity and sense of achievement.

Staff are also given the opportunity to learn a musical instrument, to be able to continue to develop their learning skills in adult life and share their learning with the children.

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to a wide range of music from different cultures and eras, both live and recorded.

Implementation

Music is taught as a discrete subject and across the curriculum, through longitudinal learning opportunities and blocked music lessons. Weekly singing in worship time allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as at Christmas, Easter and end of the school year, demonstrate that music is promoted and valued in the life of the school. Extracurricular activities, such as peripatetic music lessons and good links with the church, also provide children with the experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Links with the church and visiting music teachers will be strong, through sharing a passion for the subject. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Concept	EYFS ELG: Being imaginative and expressive	Key Stage One Year One and Two	Lower Key Stage Two Year Three and Four	Upper Key Stage Two Year Five and Six
Perform	<ul style="list-style-type: none"> *Joins in with familiar songs and rhymes. *Knows a repertoire of songs *Explores the different sounds of instruments. *Explores the sounds of body percussion. *Joins in with making sounds (voice and percussion). 	<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. 	<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. • 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"> • 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).
Compose	<ul style="list-style-type: none"> *Moves rhythmically. *Taps out a simple repeated rhythm. *Makes up own rhythms. 	<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. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<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. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect.

			<ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
Transcribe		<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • 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"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • 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.
Describe Music	<ul style="list-style-type: none"> *Listens to songs and rhymes. *Represents ideas thoughts and feelings through music and dance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<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 • texture • lyrics and melody • sense of occasion • expressive

				<ul style="list-style-type: none">• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.
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