

The Importance of Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling, enabling personal expression, reflection and emotional development. As an integral part of many cultures, it helps pupils understand themselves, relate to others and forge important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of genres and to make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims and Objectives

The National 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.

Intent

At Appleton Primary School, children gain 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. We are committed to developing 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 wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

At Appleton, we follow the Charanga Music Scheme in the Autumn, Spring and Summer Term. This will provide our pupils with the knowledge and skills required to read music confidently and master the different elements of music. A Curriculum Overview Document has been carefully thought out and objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

Within the Music Curriculum Overview Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within Music, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills, required to successfully achieve in Music. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long-term memory. The expectation is that, by the end of Primary School, children will know and understand these key concepts and to give them a solid foundation to enter the music curriculum at KS3.

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing - Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group
Listening - Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence.

Composing - Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.

Performing - Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.

Musicianship - Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form.

By the end of EYFS children will:

Be able to sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music. Express their ideas and feelings about music, explore and engage in music making. Use props in a performance on their own or in a group.

By the end of key stage 1, children will:

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
2. Play tuned and untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

By the end of key stage 2, children will:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.

1. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2. Listen with attention to detail and recall sounds with increasing aural memory.
3. Use and understand staff and other musical notations.
4. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
5. Develop an understanding of the history of music.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Music within school offers whole class pBuzz trumpet lessons (as a part of our Wider Opportunities sessions). Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Appleton Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Assessment

Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Target Tracker is also a key element of assessment, allowing progression in each class to be clear and concise.

Teachers can also obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by ensuring photographs and recordings of their finished products are obtained during lessons.

Each class has a curriculum book which contains examples of work and photographs from music lessons taught. An example of work is selected from each unit and presented in this book which is displayed in each class. These demonstrate what the expected level of achievement is in music for each age group in the school.

The music leader monitors teaching and progress in music by:

- Informal discussions with teachers, LSAs and children
- An annual resource audits
- Assessing work and progress
- Observing lessons
- Photographic and video evidence
- Assessing through Target Tracker.

Resources

The children have access to glockenspiels and pBuzz trumpets at Appleton Primary school. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in musical activities.

Teachers are responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The school as a whole is responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments and by replacing them safely after use. The music specialist should report damage to instruments to the Music Leaders as soon as possible.

Health and Safety

The health and safety of our pupils is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Children who are taught to play a brass instrument will have an individually labelled instrument and so there will be no need for sharing.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events (e.g. Sing and Play Festival at the Bonus Arena) a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Cross curricular connections

Music should be used across the curriculum as a stimulus for art, drama, ICT and P.E and wherever else it is appropriate. Basic skills are developed through music in several ways. Pupils' communication skills are developed when responding to music or working collaboratively on composition and performance. Maths's skills are developed through notation and scoring work and through work of rhythm. ICT skills are developed using composing software and notation applications. In Year 4 all pupils take part in the Widening Opportunities Scheme, led by a specialist music teacher through which they learn a pBuzz trumpet instrument and take part in a concert at Bonus Arena.

Equal opportunities and Inclusion

At Appleton, we have a high SEND population, and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the progression documents. These documents break down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs.

The Role of the Computing lead

- To raise and maintain a high profile for music throughout the school.
- To assist, support and advise colleagues in the planning of music teaching.
- To organise and carry out suitable INSET when needed.
- To monitor continuity and progression of music in the whole school.
- To monitor and develop usage of the Charanga scheme.
- To assist and support staff in the planning of music teaching.
- To ensure a consistently enthusiastic approach to music exists in both staff and pupils.

Appendix

Progression of vocabulary and precise terminology at Appleton Primary School. This is a working document.

KS1 Music vocabulary			
Pitch melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides	Tempo fast, (getting) faster slow, (getting) slower	Duration pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm	Dynamics loud, (getting) louder quiet, (getting) quieter
Timbre Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping	Texture solo duet ensemble few – many	Structure beginning – middle – end phrase verse – chorus	Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming

KS1 music glossary

- Beat: As for pulse.
- Chant: Words spoken to a steady beat.
- Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- Phrase: A group of sounds that make musical sense.
- Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life.
- The speed of the beat is related to the tempo of the music.
- Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.
- Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.
- Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.
- Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.

Lower KS2 Music vocabulary			
Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G)	Tempo fast, (getting) faster slow, (getting) slower pulse different speeds	Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato	Dynamics loud - forte (getting) louder - crescendo quiet - piano (getting) quieter – diminuendo
Timbre Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking	Texture solo duet ensemble few – many	Structure beginning – middle – end phrase verse – chorus round	Techniques breathing posture singing, whispering, talking, humming

rattling, smooth, tinkling hitting, shaking, scraping	combined	repetition introduction interlude ostinato bass drone melodic ostinato	blowing striking, hitting shaking plucking, strumming
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Lower KS2 music glossary

- Chant: Words spoken to a steady beat.
- Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- Ostinato: A repeated pattern that can be melodic and/or rhythmic.
- Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A.
- Phrase: A group of sounds that make musical sense.
- Pulse/beat: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.
- Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.
- Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)
- Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.
- Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.
- Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater

Upper KS2 Music vocabulary			
Pitch melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G) interval unison, harmony, chord	Tempo fast, (getting) faster slow, (getting) slower pulse different speeds	Duration steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve (4 beats) minim (2 beats) crotchet (1 beat) quaver (1/2 beat) semiquaver (1/4 beat)	Dynamics (moderately) loud – (mezzo) forte very loud – fortissimo (getting) louder – crescendo (moderately) quiet – (mezzo) piano very quiet – pianissimo (getting) quieter – diminuendo
Timbre Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping, attack, decay, accent	Texture solo duet ensemble few – many combined	Structure beginning – middle – end phrase verse – chorus round repetition introduction interlude ostinato bass	Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming

Upper KS2 music glossary

- Accompaniment: Adding rhythmic and/or melodic material to a song or melody.
- Chant: Words spoken to a steady beat.
- Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of
- music.
- Legato: Full, long and flowing notes leading to a smooth sound.
- Ostinato: A repeated pattern that can be melodic and/or rhythmic.
- Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A.
- Phrase: A group of sounds that make musical sense.
- Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life.
- The speed of the beat is related to the tempo of the music.
- Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.
- Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are
- points where the smallest step is from white to white, eg E to F, B to C.)
- Staccato: Short, 'bouncy' or 'clipped' notes.