



# **Latimer Primary School**

## **Music**

### **Curriculum**

**Developing Responsibility; Caring About Achievement**

## Music at Latimer-

At Latimer, we have adopted the Leicestershire Music Services Primary Scheme to provide structure, progression of skills, vocabulary and clear assessment opportunities throughout the curriculum. This scheme has been chosen due to the high-quality resources provided, local support and knowledge and excellent opportunities for music enrichment.

As our children enter our school, our EYFS provision develops an early awareness and interest in music that will stimulate their enjoyment and understanding. Their musical and cultural awareness is developed through exploration, listening, movement and play with a wide range of different types of sounds, singing and music opportunities from diverse cultures.

As children move through the school our children will take part in whole class teaching practical lessons where they get to learn about the technical elements of music and use this to create sounds and music.

In year 4 they take part in whole class ukulele teaching and will get the opportunity to revisit this in year 5. Children focus on listening, composition and notation with the aim to create opportunities for them to perform. This will support them to develop a sense of confidence and ownership.



By the time they leave us, music will be a fundamental of part of our children's futures. They will be able to use their mathematical skills to keep a pulse, use their physical movement to use an instrument and have an innate understanding and recognition of different types of music, patterns and cultural associations.



As well as having regular discrete music lessons our children have the opportunity to engage with the best of the best in traditional and modern music. Each year there are extra opportunities such as prehepatic music teaching, opportunities to take part in Young Voices Choir Concert at the NEC,

choir clubs, singing and music appreciation in assembly and opportunities for our disadvantaged pupils to see performances at larger venues such as DeMontfort Hall.

In addition to this, each year we aim to visit West End quality musical theatre performance at the Leicester Curve theatre and the Loughborough pantomimes for EYFS and KS1.

### SEND Adaptations

For the majority of our children with SEND music is accessible and enjoyable. We aim that all children of all abilities and needs can access music to a high standard through suitable adaptations to the curriculum.

We ensure that teaching is adjusted to reduce the burden on working memory and build routine and repetition into learning. Any written materials or outcomes are adapted, if needed, to ensure to provide achievable challenge.

## Designing our Music Curriculum

Latimer’s music curriculum has been designed using the Leicester Music Services Scheme of Work. Our subject expert has reviewed this curriculum and identified the essential knowledge and skills that our children need to know and be able to do- that can be effectively taught in the time available.

Music is an area that often needs many hours of practice to reach a high standard. Our curriculum aim is to provide the basis of knowledge and skills for our children to continue to develop if they choose.



Knowledge in music is developed from early age. It is highly personal and informed by your earliest experiences. Often your knowledge of music is difficult to put into words. You may recognise where the rhythm of a song remix has originated from; you may know the beat of a theme tune or be able to hum a song that you don’t know the words to. This is known as ‘tactic’ knowledge. Our music curriculum builds on this knowledge and supports children to develop their knowledge.

### Progression in Music

Music progression stems across three pillars.

Substantive Knowledge Knowledge about the Subject		Disciplinary knowledge Using the knowledge to create or analyse
Technical	Constructive	Expressive
Techniques of singing: posture, projection and control.	Knowing how music works such as cords systems and keys	Knowing how music works together to create expression.
Use of body to play musical instruments.	Understanding elements of music such as pitch, sound texture and duration	Using knowledge to create meaning.
Sound production and manipulation of sound		Understanding the history, social, cultural and geographical relevance of music.
Children will need substantial time to practice this element to enable them to develop fluency.	Children will be able to ‘deconstruct’ music whilst listening to it and identify how different elements are used.	Children will be able to reflect on the music that they like and gives them meaning and know how music adds meaning to different cultures and history.

Teaching should be spaced out and revisited regularly rather than blocked.

## Spiritual, Moral, Social & Cultural (SMSC) Development in MUSIC

### Spiritual

- For many adults and young people, music is at the heart of their spiritual development. Through their study of music, our children understand how music has the power to influence and change. Throughout the curriculum, children are encouraged to explore their responses and feelings to music both verbally and in written or artistic form. Music is a highly personal response and we provide wide ranging opportunities for our children to gain a sense of enjoyment and growth from music

### Moral

- Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Children will be given the opportunity to think and reflect upon work, when there is a clear cultural or social reference in the work taught. When students show their own work, we make sure to assess and evaluate it fairly and objectively.

### Social

- Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning, to build upon these collaboratively.

### Cultural

- Music plays a role in fostering cultural growth, promoting respect, and nurturing a profound appreciation for diverse global cultures that have shaped our current popular music genres. This belief guides our choice of music for both casual and formal events. We support our pupils to make their own music, blending various musical influences into their compositions. To enhance our children's cultural exposure, we incorporate a diverse array of instruments from around the world.



# Music Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment Opportunities
EYFS	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Nativity production
Year 1	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Nativity Production <b>Pantomime</b>
Year 2	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Carol Concert <b>Curve Theatre</b>
Year 3	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	
Year 4	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	
Year 5	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Young Voices Opportunity
Year 6	Pulse	Voice	Rhythm	Pitch	Form and structure.	20 <sup>th</sup> Century music	Young Voices Opportunity End of year production.



# Progression in Skills

## Pulse

EYFS	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.	
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.
Year 3	I can sing and play confidently and fluently, maintaining a steady pulse.	I can maintain a part in a piece / rhythm game consisting of two or more parts.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.
Year 4	I can sing and play confidently and fluently, maintaining an appropriate pulse.	I can follow and lead simple performance directions. (eg call and response patterns)	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.
Year 5	I can maintain a strong sense of pulse throughout pieces with and without syncopation	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	I can maintain an independent part in a group when singing or playing.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.
Year 6	I can maintain a strong sense of pulse and recognise when going out of time.	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.	I can share opinions about own and others' music and be willing to justify these using musical vocabulary.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

## Voice

EYFS	I can sing songs, which contain a small range of notes (2 or 3 notes for example)	I can take turns when singing and be a good listener.	I can perform actions to accompany songs (move like a snake, etc.)
1	I can follow performance instructions, including starting and stopping with accuracy.	I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	I can recognise and represent higher and lower sounds using graphic notation.
2	I can sing, with accuracy, within a range of notes.	I can follow and use performance instructions, including, starting, stopping, dynamics and tempo.	I can recognise and demonstrate the link between pitch and shape using graphic notation.
3	I can sing fluently.	I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)	I can hear a melody and create a graphic score to represent it.
4	I can sing with an awareness of my breathing and pronunciation.	I can sing fluently with confidence.	I can use standard or graphic notation to create a melody.
5	I can sing and maintain an independent part.	I can experiment and perform sounds made by my voice.	I can follow and perform a vocal piece using a graphic / notated score.
6	I can experiment with and refine sounds with my voice.	I can maintain a part in a performance with my voice.	I can create and perform a vocal piece by following a graphic / notated score.



# Progression in Skills

## Rhythm

EYFS	I can explore rhythm through play	I can create rhythms and suggest symbols to represent rhythms	I can keep a steady pulse with some accuracy while playing	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns
Year 1	I can begin to play rhythmic patterns found in speech	I can confidently copy given rhythms	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work
Year 2	I am beginning to recognise rhythmic patterns found in speech	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm		I can use graphic notation to record rhythms	I can offer comments about others' work and accept suggestions from others
Year 3	I can listen and copy rhythmic patterns	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate I understand the differences between pulse and rhythm through playing an instrument	I can create graphic notation to represent rhythm.	I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can create simple rhythmic patterns	I can confidently maintain an independent part when playing an instrument in a small group	I can play confidently and fluently maintaining an appropriate pulse	I can aurally identify, recognize, respond to and use musically basic symbols including Western notation	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others
Year 5	I can use a variety of timbres and techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument in a small group		I can respond to and use musically basic symbols including Western notation	I can critique my own and others' work and justify the comments
Year 6	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)		I can follow staff and other notations while playing short passages of music	I can critique my own and others' work, offering specific comments and justifying these.

## Pitch

EYFS	I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can sing broadly in tune with a limited pitch range	I can create music, and suggest symbols to represent sounds	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	
Year 1	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work	
Year 2	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate	I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.	
Year 3	I can sing fluently.	I can begin to create simple rhythmic patterns, melodies, and accompaniments	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range	I can offer comments about my own and others' work and accept suggestions from others	
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can create simple rhythmic patterns, melodies, and accompaniments	I can 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.	Share opinions about own and others' music and be willing to justify these.
Year 5	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.	I can 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.	I can critique own and others' work offering specific comments and justifying these.
Year 6	I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can create music which demonstrates understanding of structure and discuss the choices made	I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music	I can 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.	I can critique own and others' work offering specific comments and justifying these with musical examples and technical vocabulary



# Progression in Skills

## Structure and Form

EYFS	To comment and respond to recordings of own voice, other classroom sounds.	To create music and suggest symbols to represent the sounds.	To begin to demonstrate an understanding of musical structure
Year 1	To demonstrate an understanding of musical structure	To comment and respond to recordings of own and other's compositions.	
Year 2	To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.	To demonstrate a deeper understanding of musical structure, through discussing musical structure.	
Year 3	To recognise and use basic musical structure.	To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.	
Year 4	To recognise, respond and use basic musical structure.	To comment about own and other's music, with a focus on the structure used.	
Year 5	To use and identify key features of basic musical structure.	To comment on and evaluate the features of own and other's music, with a focus on the structure used.	
Year 6	To create music which demonstrates an understanding of structure and discuss the choices made.	To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.	To share opinions about own and others music and be willing to justify these, using technical vocabulary.

## 20<sup>th</sup> Century Music

EYFS	To comment and respond to recorded music from different traditions, genres, styles, and times.			
Year 1	To listen to recorded music, and use one element, from different traditions, genres, styles, and times.			
Year 2	To listen to and use features of recorded music from different traditions, genres, styles, and times.			
Year 3	To listen to and use features of recorded music from different traditions, genres, styles, and times.			
Year 4	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To demonstrate quality of key musical skills and elements.		
Year 5	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.	To critique own and other's work offering specific comments and justifying these.
Year 6	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.





# Progression in Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Melodic phrase	Year 6
Tempo	Interval	timbre	phrase	Ternary form	Minimalist music	Tone cluster
ostinato	Rest	round	Hi-hat	Standard notation	Atonal	Samples
pulse	Texture	Lyrics	Kick drum	harmony	Semi-tone	Texture
pitch	syllable	drone	motif	harmonies	Bar	Melodic phrase
rhythm	Groove	Score	Pentatonic	syncopation	crotchet	solos
dynamics	Solo	Volume	Looped samples	tone	quaver	Natural note
genre	staccato	Bridge	Structure	scale	Semibreve	Motif
glissando	pause	Bar	Synthesiser	hook	Improvisation	Pentatonic
melody	Strophic form	Chaal rhythm	Upbeat	octave	Swung rhythms	DJ-ing
Graphic score		Dhol	Chord	Phasing	minim	harmony
Lyrics		conductor		Canon	Bent note	crotchet
Graphic notation		Internalising words		Base line/ground base	stave	quaver
Improvisation		crescendo			Rondo	semibreve
		diminuendo			Unison	improvise
		Semitones			Dissonance	swung
						minim
						Recapping
						arpeggio