

LANGTOFT PRIMARY SCHOOL

MUSIC

LEGAL FRAMEWORK

The Expressive Arts and Design section of the Statutory Framework for the Early Years Foundation Stage (2017) and the National Curriculum Music Programmes of Study (2014) form the roots of Langtoft Primary school's music curriculum. From this national documentation, Langtoft Primary school's music curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision, and mission statement.

Our music curriculum is underpinned by the national curriculum's 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.

OUR INTENT FOR MUSIC

At Langtoft, we understand that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire children to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon. Through our teaching of music, we will teach skills which transcend the music curriculum; improvising and composing, listening and appraising, performance (instrumental) and performance (vocal).

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At Langtoft Primary School we aim for all children to:

- 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 ~ **Independence, Respect, Confidence.**
- Be **confident** and creative when singing and using their voices.
- Be **resilient** and adaptable when creating and composing music on their own and with others as part of collaborative teamwork ~ **Cooperation.**
- Be courageous and positive when learning a musical instrument ~ **Ambition.**
- Use technology appropriately demonstrating **respect** for equipment or instruments being played ~ **Consideration.**
- Have the opportunity to progress to the next level of musical excellence, whilst reflecting upon prior knowledge and past successes.
- Understand and explore how music is created, produced and communicated through a diverse range of musicians ~ **Respect.**
- Understand the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Throughout the key stages, we use the Charanga music scheme to help us deliver excellent music lessons fully aligned with the national curriculum. We have a weekly music assembly for both EYFS/KS1 and KS2 children where our children learn about great composers and musicians and performance and dynamics as a choir. Our successful Langtoft Primary school choir take part in many concerts such as Young Voices and our vision is to develop our own orchestra as our music provision flourishes.

Our Music curriculum is divided into five concepts. These concepts are the 'big ideas' in Music and travel through the curriculum, being built upon, progressively, year upon year as our children move through the school.

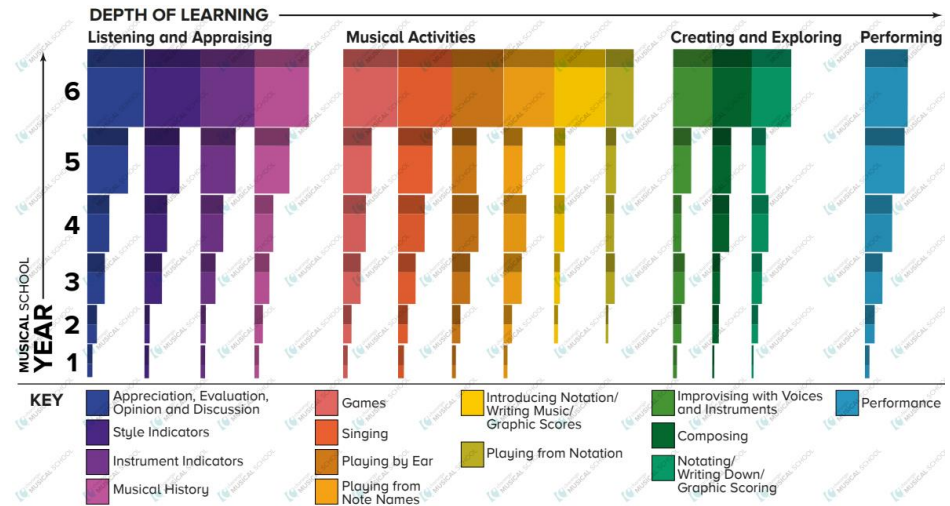
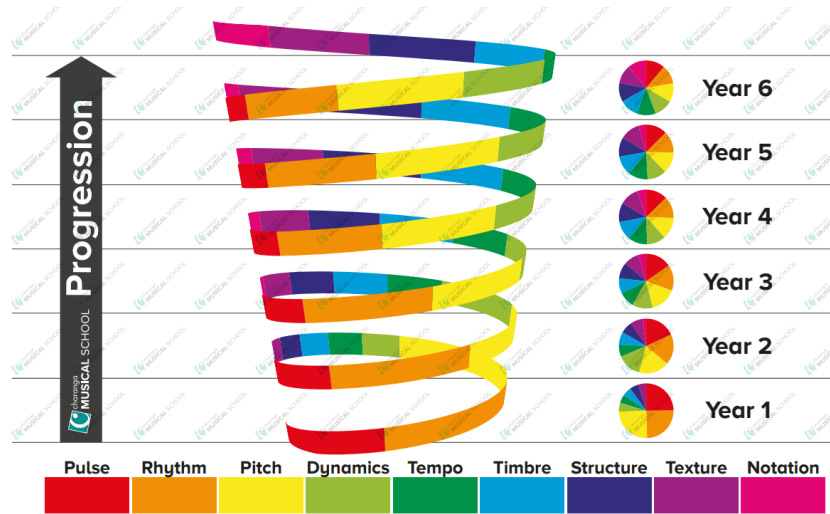
The concepts are as follows:

- Listening and appraisal
- Singing
- Performance
- Improvisation
- Composition

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As underpinned by research, fundamental skills represented within the concepts are taught through a repetition based approach. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Children are taught these key skills using music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.



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**LANGTOFT PRIMARY SCHOOL
PROGRESSION OF SKILLS**

Music

Concept	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening and appraising	<p>Listen and respond to different styles of music.</p> <ul style="list-style-type: none"> - Introduce foundations of the interrelated dimensions of music (pulse, rhythm and pitch) 	<ul style="list-style-type: none"> - Start to recognise/identify very simple style indicators and different instruments used. - March, clap, tap your knees, move to find and internalise the pulse. - Begin to understand what it means to find the pulse. - Start using basic musical language to describe the music you are listening to and your feelings towards it. - Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. - Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> - Try to recognise/identify very simple style indicators and different instruments used. - March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. - Start using basic musical language to describe the music you are listening to and your feelings towards it. - Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. - Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> - Identify basic musical styles through learning about their style indicators and the instruments played. - Find the pulse, the steady beat to the music they are listening to and understand what that means. - More consistently use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. (Duration) 	<ul style="list-style-type: none"> - Identify basic musical styles through learning about their style indicators and the instruments played. - Find the pulse, the steady beat to the music they are listening to and understand what that means. - More consistently use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. (Duration and timbre – colour or tone of the sound) 	<ul style="list-style-type: none"> - Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. - Find the pulse confidently and innately, of the music they are listening to and understand what that means. - Use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. 	<ul style="list-style-type: none"> - Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. - Find the pulse confidently and innately, of the music they are listening to and understand what that means. - Use accurate musical language confidently and with understanding to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.
Singing	<p>Learn to sing or sing along to nursery</p>	<p>Begin to understand working together as part of a group and with their friends, gradually</p>	<p>- Continue to understand how to work together as part of a</p>	<p>- Continue to understand how to work together as part of a</p>	<p>- Sing in tune within a limited pitch range and continue to understand:</p>	<p>- Understand how to work together as part of a group and in an</p>	<p>- Understand how to work together as part of</p>

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	rhymes and action songs.	<p>developing the confidence to sing alone .</p> <ul style="list-style-type: none"> - Begin to understand the importance of warming up their voices and to establish a good singing position. - Start to consider that words mean something and how they work together with the music. - Sing with a good sense of the pulse internally and try to sing together with the group. <p>Stop and start as appropriate, begin to follow a leader/conductor.</p>	<p>group and with their friends, gradually developing the confidence to sing alone.</p> <ul style="list-style-type: none"> - Continue to understand the importance of warming up their voices and to establish a good singing position. - Consider that words mean something and how they work together with the music. - Sing with a good sense of the pulse internally and try to sing together and in time with the group. - Stop and start as appropriate, begin to follow a leader/conductor. 	<p>group and with their friends, developing the confidence to sing alone.</p> <ul style="list-style-type: none"> - Continue to understand the importance of warming up their voices and to establish a good singing position. - Consider that words mean something and project the meaning of the song. - Sing with a good sense of the pulse internally and sing together and in time with the group. - Follow a leader/conductor. 	<ul style="list-style-type: none"> - How to work together as part of a group and with their friends, developing the confidence to sing alone. -The importance of warming up their voices and to establish a good singing position. - How to perform a song stylistically and as musically as you can. - How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts. - How to follow a leader/conductor with confidence. 	<p>ensemble or, as a soloist.</p> <ul style="list-style-type: none"> - Continue to understand the importance of warming up your voice and to establish a good singing position. - Perform and interpret a song stylistically and as musically as you can. - Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. - Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? 	<p>a group and in an ensemble or, as a soloist.</p> <ul style="list-style-type: none"> - Continue to understand the importance of warming up your voice and to establish a good singing position. - Perform and interpret a song stylistically and as musically as you can. - Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. - Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?
Performance	Learn to sing or sing along to nursery rhymes and action songs and perform these as a group or class.	<ul style="list-style-type: none"> -Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. -Move between differentiated parts as required using a sound-before-symbol approach. (Hear the music before begin learning to read it.) - Learn to stop/start and respond to basic musical cues from the leader/conductor. - Learn how to treat your instrument with respect and how to play it correctly. 	<p>Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning.</p> <ul style="list-style-type: none"> - Move between differentiated parts as required using a sound-before-symbol approach. - Continue to respond to basic musical cues from the leader/conductor. - Continue to treat your instrument with respect and how to play it correctly. 	<p>- Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</p> <ul style="list-style-type: none"> - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Continue to respond to basic musical cues from the leader/conductor. 	<p>- Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease.</p> <ul style="list-style-type: none"> - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. 	<p>- Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</p> <ul style="list-style-type: none"> -Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Demonstrate confidence and fluency when playing your 	<p>- Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</p> <ul style="list-style-type: none"> - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Demonstrate confidence and fluency when playing your

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		<ul style="list-style-type: none"> - Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ul style="list-style-type: none"> - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ul style="list-style-type: none"> - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate. 	<ul style="list-style-type: none"> - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate. 	<ul style="list-style-type: none"> instrument in a solo or ensemble context. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate. 	<ul style="list-style-type: none"> instrument in a solo or ensemble context. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Improvisation	<p>Improvise leading to playing classroom instruments and share/perform the learning that has taken place.</p>	<p>Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> -Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. - Improvise using very simple patterns on your instrument and/or voice. - Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. 	<p>- Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> - Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with 	<p>- Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using 	<p>- Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using 	<p>- Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using simple patterns on your instrument and/or voice. - Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using 	<p>- Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <ul style="list-style-type: none"> - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using simple patterns on your instrument and/or voice. - Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more

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			confidence and understanding in the group. Improvise using one or two notes.	two notes with confidence.	two notes with confidence.	up to three notes with greater confidence.	notes with greater confidence.
Composition	Riff based composition. (A riff is an ostinato – repeated chord, pattern or melody)	<ul style="list-style-type: none"> - Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. - Create compositions using one or two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). - Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 	<ul style="list-style-type: none"> - Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using one or two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 	<ul style="list-style-type: none"> - Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember. 	<ul style="list-style-type: none"> - Compose a section of music that can be added to a performance of a song. - Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in 	<ul style="list-style-type: none"> - Compose a section of music that can be added to a performance of a song. - Create your own more complex melodies within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<ul style="list-style-type: none"> - Compose a section of music that can be added to a performance of a song. - Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.



					any way we will remember it.		
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MUSIC SCHOOL OVERVIEW						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
YEAR 1	Hey You!	Rhythm in the way we work and Banana Rap	In the Groove	Round and Round	Your imagination	Reflect, Rewind, Replay
YEAR 2	Hands, feet, heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship Song	Reflect, Rewind, Replay
YEAR 3	Let you spirit fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind, Replay
YEAR 4	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
YEAR 5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind, Replay
YEAR 6	Happy	Classroom Jazz 2	A New Year Carol	You've got a Friend	Music and Me	Reflect, Rewind, Replay

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