

A GUIDE TO MUSIC AT LONGMOOR

Written by Emily Leonard
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Longmoor
Community Primary School

Vision

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum aims to engage and inspire pupils 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.

Our music curriculum allows 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. They will learn to sing and to use their voices and to create and compose music on their own and with others. Children will have the opportunity to play different musical instruments, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Our curriculum ensures that pupils will 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.

Curriculum Design

The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Our scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

Our music curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

Disciplinary knowledge (“knowing that”)

- Listening and evaluating
- Notation

Procedural knowledge (“knowing how”)

- Creating sound
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control.

Our scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon.

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in our school.
- Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations. The interrelated dimensions of music are revisited throughout units, allowing children to recognise, name and demonstrate them and use these expressively in their own improvisations and compositions.

Interrelated dimensions of music

- Pitch
- Duration
- Tempo
- Timbre
- Structure
- Texture
- Dynamics

Our Nursery follows the Charanga scheme, whereby children can begin to learn the fundamental knowledge and skills required for music in Reception. This is largely focused on listening to and learning simple songs and nursery rhymes, with opportunities to explore rhythm, timbre and pitch.

Teaching Pedagogy

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Every lesson begins with the 'Recap and recall' section, which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Before the "Main Event", an attention grabber is utilised to engage and enthuse children in the main learning of the lesson. "Wrapping Up" often allows for some element of performance and for constructive feedback to be given by peers.

Within each unit, lessons must be taught in order as they build upon one another and musical outcomes rely on this sequencing. Within and across year groups, units are taught in the order suggested on this long-term plan to ensure progression of knowledge and skills.

Subject Specific Adaptations

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

All children have the ability to play an active part in music making and music is an avenue where many of our SEN pupils can really shine and thrive. For pupils with sensory needs, the level of noise within lessons can sometimes create challenges. Teachers think carefully about the position of learners, group children accordingly and when required, ear defenders may be worn. Teachers model and demonstrate, encouraging children who require more support to imitate. Recap and recall at the beginning of each lesson is particularly beneficial to learners with SEND and content can be broken into smaller steps and simplified where necessary. Children are provided with guided time to practise and this time can be increased depending on the needs of the learners.

Each lesson provides teachers with specific guidance for adaptive teaching, including those working at a greater depth; those pupils who are learning at instruments outside of the curriculum can draw upon their extended knowledge and skills and put this into practice on their instruments within lessons.

Assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Weekly Trackers which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question. Quizzes feature audio clips to ensure that pupils are able to apply their knowledge. Assessment quizzes offer

teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages. Recording pupils during practice and performance sessions is also beneficial in teacher/self/peer assessment. These recordings allow teachers to review performances or group practice at their convenience, focusing on different pupils to identify strengths and areas for improvement. Additionally, such recordings provide a useful documentation of progression over time.

Overview of the Taught Units in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Me! (Charanga) Learning to sing nursery rhymes and action songs. Exploring themes of growing, homes, colour, toys, how I look		My Stories (Charanga) Learning to sing nursery rhymes and action songs. Exploring themes of using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time		Our World (Charanga) Learn to sing nursery rhymes and action songs. Exploring themes of animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	
R	Exploring Sound – Celebration Music Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them.	Celebration Music Learning about the music from a range of cultural and religious celebrations including Diwali, Hanukkah, Kwankzaa and Christmas.	Music and Movement Children create simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical stories A unit based on traditional children's tales and songs. Moving to music, changing to match the tempo, pitch or dynamics. Playing an instrument as part of a group story.	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
1	Keeping the pulse (Theme: My favourite things) Explore keeping the pulse together through music and movement by exploring their favourite things.	Tempo (The Snail and the Mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Dynamics (Theme: Seaside) Recreate sounds using voice or body and extend ideas by adding dynamics. Use instruments to create loud and soft sounds.	Sound patterns (Theme: Fairytales) Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to words and phrases, creating rhythmic patterns.	Pitch (Theme: Superheroes) Learning how to identify high and low notes and to create a simple tune to represent a superhero.	Musical symbols Combining all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
2	Call and response Using instruments to represent animals, copying rhythms and creating call and response rhythms.	Instruments Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	Singing (Theme: On this island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Contrasting dynamics (Theme: Space) Developing knowledge and understanding of dynamics using instruments. Learning to compose and play rhythms to represent planets.	Structure (Theme: Myths and Legends) Developing and understanding of structure by exploring and ordering rhythms.	Pitch (Theme: Musical Me) Exploring the song "Once a Man Fell in a Well" playing it using tuned percussion and reading simple symbols representing pitch.
3	Ballads Identifying the key features of a ballad and writing a verse with rhyming words, performing lyrics fluently with actions.	South Africa (Instrumental lessons) Develops pupils' rhythmic, singing and notation skills.	Caribbean Learning about the history and features of Calypso, performing with voices and tuned percussion in multiple parts and playing staff notation.	South America Learning about the features of Latin music, performing a salsa style song from staff notation.	Indonesia Discovering features of gamelan music including Slendro scale and cyclical rhythmic patterns.	India Understanding the history of Bollywood films and how sounds can be used to enhance a film score, practising staff notation.
4	Body and tuned percussion Identifying gradual dynamic and tempo changes within a piece of music and composing a coherent piece of music with voices, bodies and instruments.	Rock and Roll Sing in tune, perform actions in time and play the notes of the walking bass in the correct sequence.	Changes in pitch, tempo and dynamics (Theme: Rivers) Explain how a piece of music makes them feel with some use of musical terminology. Create and perform a piece with a variety of ostinatos.	Haiku, music and performance (Theme: Hanami festival) Recognise, name and describe the effect of the interrelated dimensions of music. Work as a group to create and perform a piece of music.	Samba and carnival sounds and instruments (Theme: South America) Explore samba music and play syncopated rhythms with confidence, accurately playing the break.	Adapting and transposing motifs (Theme: Romans) Identify motifs aurally and play a repeated pattern on a tuned instrument. Transpose motifs, using sharp or flat notes where necessary.
5	Composition notation (Theme: Ancient Egypt) Singing in time and in tune with other people and a backing track and compose a melody using stave notation.	Blues Explore key features of blues music and play the notes of a blues scale in the correct order, ascending and descending.	South and West Africa Play more complicated rhythms in time and with rests. Create and eight beat break and play this in the correct place.	Composition to represent the festival of colour (Theme: Holi festival) Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a colour.	Looping and remixing Perform a looped body percussion rhythm, keeping in time with their group. Perform a piece with some structure and two different loops.	Musical theatre Explore features of musical theatre. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
6	Dynamics, pitch and texture (Fingal's Cave – Felix Mendelssohn) Engage in discussion about the sounds of an orchestral piece and create a graphic score to represent sounds.	Songs of World War Two Use musical language, follow melody lines and recall the counter-melody line.	Film Music Identify pitch, tempo and dynamics. Create a musical score to represent a composition and interpret a graphic score.	Theme and Variations (Theme: Pop Art) Sing with control and confidence. Name, copy and draw rhythms accurately	Composing and performing a Leavers' song Create a melody that fits both the lyrics and four-chord backing track of the chorus, using tuned percussion.	Baroque Explore key features of Baroque music, including recitative, canon, ground bass and fugue. Compose a melodic ostinato and perform a fugue.



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