



To inspire confident learners who will thrive in a changing world.

Music

Intent of study at Swinford School

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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 are able to try different instruments to learn, allowing them to compose, and to listen with discrimination to the best of music from all the ages.

Aims

The Swinford 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,
- 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.

At Swinford School we use the Leicestershire primary Music scheme which has been written for non-specialists.

Substantive Knowledge

Children will develop and secure the substantive knowledge of the interrelated dimensions of music.

Interrelated Dimensions of Music			
Rhythm (referred to as 'Duration' on NC)		Pitch	Texture
Tempo	Dynamics	Timbre	Structure
(Notation / Pulse sometimes also referred to as inter-related dimensions but not specified on the NC)			

While each Unit has a key focus, each one is built around all of the inter-related dimensions of music, taking a holistic approach to the development of musicianship. Substantive knowledge in the scheme also involves learning about music across a range of historical periods, genres, styles and traditions.

Disciplinary Knowledge

Disciplinary knowledge requires knowing how to interpret and apply this knowledge in practice to control sounds and create music, whether singing, playing instruments, improvising, composing and performing.

The LM Primary Scheme focuses on the practical application and interpretation of substantive knowledge through disciplinary knowledge to develop creative, original musical work. Children work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work. By bringing this all together through regular music making, each year group can build on the previous one, enabling children to be ready for the next stage in their musical education.

Implementation

As a school we follow the Leicestershire Music syllabus, covering 3 units of music per year group, to cover aspects of Pulse, Voice, Rhythm, Pitch, Technology- Structure and form, 20th Century Music.

As part of our Collective Worship, we listen to and appreciate music from a range of genres that is mapped out in a 3-year rolling programme. Where possible we show case young musicians and listen to live music. Music appreciation is also a key part of the music lessons.

Each term, they will have the opportunity to play a range of tuned and untuned percussion instruments. Y5 and Y6 take part in the Young Voices Concert each year, which involves learning, rehearsing and performing a variety of songs with approximately 6000 other children.

Impact

Using high quality resources and music specialist has increased the profile of Music across the school. Each child's everything book shows that Music is taught on a termly basis and learning is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children having opportunities to learn new vocabulary, listen to music and compose their own music.

By fostering a love of music, children are encouraged to work collaboratively and independently to increase their music vocabulary and their ability to compose music. By equipping our children with these skills, they leave Swinford with a love of different kinds of music and a desire to develop this in their next phase of education. The outcomes of children will be monitored by the class teacher, subject champion and SLT through formative assessment, tracking, book looks and pupil interviews.

Assessment

The Leicestershire Music scheme includes detailed progression maps and assessment activities and advice for each unit which builds up a detailed picture of each child's competencies.

National Curriculum Coverage

Subject	KS 1	KS 2	Ref	Pupils should be taught to/about...	Total	KS1 Yr A	KS1 Yr B	LKS2 Yr A	LKS2 Yr B	UKS 2 Yr A	UKS 2 Yr B
Music	KS1		MU 1	use their voices expressively and creatively by singing songs and speaking chants and rhymes	6	3	3				
Music	KS1		MU 2	play tuned and untuned instruments musically	6	3	3				
Music	KS1		MU 3	listen with concentration and understanding to a range of high-quality live and recorded music	6	3	3				
Music	KS1		MU 4	experiment with, create, select and combine sounds using the inter-related dimensions of music	6	3	3				
Music		KS 2	MU 5	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	12			3	3	3	3

Music		KS 2	MU 6	improvise and compose music for a range of purposes using the inter-related dimensions of music	12			3	3	3	3
Music		KS 2	MU 7	listen with attention to detail and recall sounds with increasing aural memory	12			3	3	3	3
Music		KS 2	MU 8	use and understand staff and other musical notations	12			3	3	3	3
Music		KS 2	MU 9	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	12			3	3	3	3
Music		KS 2	MU 10	develop an understanding of the history of music	12			3	3	3	3

Long term coverage

	Autumn		Spring		Summer	
	A1	A2	A3	A4	A5	A6
EYFS	Unit 4 Pitch	Unit 1 Pulse	Unit 3 Rhythm	Unit 2 Voice	Unit 5 Music Tech	Unit 6 Twentieth Century Music

MUSIC

Year A				
	Autumn 1	Autumn 2	Spring A	Summer A
	Unit 4 Pitch		Unit 2 Voice	Unit 6 - Twentieth Century Music
Year 1/2				
Year 3/4				
Year 5/6				
In Collective Worship	History of Music			
Year B				
	Autumn 1	Autumn 2	Spring B	Summer B
	unit 1 -Pulse		Unit 3 Rhythm	Unit 5 - Technology, Structure and form
Year 1/2				
Year 3/4				
Year 5/6	WCIT - Recorder/Ukuele			
In Collective Worship	History of Music			

Progression in Skills

	Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5- Music tech	Unit 6 - 20 th Cen
EYFS	Keep a steady pulse with some accuracy- clapping, marching, tapping Imitate movements in response to music. Explore, respond and identify long and short sounds. Create a piece of music using long and short sounds Comment on own and other people's performances.	Sing songs, which contain a small range of notes Take turns when singing and be a good listener. Perform actions to accompany songs.	Keep a steady pulse with some accuracy Begin to recognise changes in tempo Explore rhythm through play Begin to use pictures and images to represent sounds Comment on own and other people's performances	Recognise and broadly control changes in pitch using voice (2 different pitches) and movement Sing 2 pitches in tune Use voice to show different emotions through pitch Follow a graphic score to create music with different pitches. Comment on and respond to recordings of my own voice and changes in pitch.	Comment and respond to recordings of my own voice and other classroom sounds. Use graphic symbols to help me remember sections of songs. Begin to make comments about own and other's performances.	Identify and perform features of different musical genres: Country / Big Bang / Beatboxing Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge). Comment on own and other people's performances.
Year 1/2	Play / chant with good sense of pulse Respond to visual and aural cues. Perform using graphic notation Read and compose with stick notation to represent crotchets, paired quavers and crotchet rests Perform as part of a group in time to the pulse Comment on own and other people's performances using Yr 2 vocabulary learnt	Sing, with accuracy, within a range of notes Follow and use performance instructions, including, starting, stopping, dynamics and tempo Recognise and demonstrate the link between pitch and shape using graphic notation Comment on own and other people's performances using Yr 2 vocabulary learnt	Perform with a good sense of pulse and rhythm Recognise rhythmic patterns found in speech and songs Demonstrate the difference between pulse and rhythm through physical movement, playing and singing Use stick notation to record rhythms Comment on own and other people's performances using Yr 2 vocabulary learnt	Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance Respond to the musical stimulus, considering appropriate pitch choices for composition. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation. Comment on own and other people's performances using Yr 2 vocabulary learnt	Experiment changing and combining sounds through technology Create and perform simple rhythms following a given structure Listen to, and make observations about a variety of live and recorded music Comment on own and other people's performances using Yr 2 vocabulary learnt	Identify and perform features of different musical genres: Film Music / Beatles / Modern bhangra Create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge). Comment on own and other people's performances using Yr 2 vocabulary learnt

	Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5- Music tech	Unit 6 - 20 th Cen
Y e ar 3/ 4	Sing and play confidently, identifying and maintaining a steady pulse. Maintain an independent part in a small group when playing or singing (eg. a drone, ostinato, rhythm) Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones Follow basic symbols (standard and graphical notation) Comment on own and other people's performances using Yr 4 vocabulary learnt	Sing fluently in unison or parts and pitch match accurately Maintain own part when singing in multiple parts, accurately following performance directions. Use graphic notation to create a melody Sing with an awareness of breathing and pronunciation. Comment on own and other people's performances using Yr 4 vocabulary learnt	Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse Create and perform different rhythms and play them confidently within a set structure. Confidently maintain an independent part while playing an instrument in a small group Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse. Comment on own and other people's performances using Yr 4 vocabulary learnt	Create simple melodies containing rhythmic patterns and use accompaniments Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Comment on own and other people's performances using Yr 4 vocabulary learnt	Use voice, sounds, technology and instruments in creative ways Recognise, respond and use multiple sections within song structure Comment on own and other people's performances using Yr 4 vocabulary learnt	Identify and perform features of different musical genres: Minimalism / Musicals / Pop Create and practise a piece of music using features of different genres (using Yr 4 key skills and knowledge). Comment on own and other people's performances using Yr 4 vocabulary learnt

Y e ar 5/ 6	Sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers. Play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings Follow staff and other notations through singing and playing short passages of music Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Comment on own and other people's performances using Yr 6 vocabulary learnt	Maintain an independent part with good awareness of other parts Experiment with, perform and refine sounds made by voice. Create and perform a vocal piece by following a graphic / notated score. Comment on own and other people's performances using Yr 6 vocabulary learnt	Use a variety of musical devices, including contrasting timbres and textures when creating and playing music Confidently maintain a part in a group performance including a variety of rhythms Read, play and identify short passages of rhythms using standard notation. Interpret a graphic score and use it to perform. Comment on own and other people's performances using Yr 6 vocabulary learnt	Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion. Comment on own and other people's performances using Yr 6 vocabulary learnt	Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments Create music with a secure understanding of structure and the key features Listen to and evaluate a variety of music from different genres, cultures and times. Comment on own and other people's performances using Yr 6 vocabulary learnt	Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing) Create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge). Comment on own and other people's performances using Yr 6 vocabulary learnt.
------------------------------------	--	--	---	---	--	--

Key Takeaways/Substantive & Disciplinary Knowledge

EYFS

Substantive knowledge		
- Understand pulse as the regular 'heartbeat of the music' - Understand that tempo means how fast or slow music is - Understand that music is made up of different durations of notes. Understand rhythm as a pattern of different durations - Understand pitch as how high or low a note is - Understand dynamics changes in songs and why we might use them. - Understand that symbols or pictures can be used as graphic notation to record musical ideas. - Have awareness of a few different musical genres, e.g. Big Band music, country music, beatboxing		
Disciplinary Knowledge		
Singing	Composing	Musicianship
Control voice to pitch match the melody (2-3 notes)	Create different rhythms on untuned instruments	Show knowledge of pulse through clapping, tapping, marching.
Show knowledge of pulse when singing through movement and actions	Create a simple rhythmic ostinato to match syllable patterns (using picture cards)	Demonstrate ability to respond to tempo and show expression through movement with ribbons, scarves
Control changes in dynamics when singing by following a lead.	Create music using simple features of genres identified with teacher support	Tap out rhythm of name
Respond to tempo changes when singing		Follow a graphic score (pictures) to perform music
		Begin to aurally recognise a high, middle or low pitch from 3 notes heard.
		Sing / play in time to a backing track

Year 1 and 2

Substantive knowledge		
- Understand pulse as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in tempo. - Understand that tempo means how fast or slow music is and describe changes within a piece - Know the structure of a 'call and response song' - Understand the difference between rhythm and pulse - Know the meaning of 'legato' and 'staccato' to describe duration - Know about changes in dynamics and the meaning of visual symbols for crescendo and diminuendo (decrecendo) - Compare different pitchs and know what the cuckoo interval is - Know what dot notation (y1) and stick notation (Yr 2) are used for. - Describe some different types of timbres - Have awareness of a widening range of different musical genres and their features, e.g. Folk music, Experimental, Disco, Film music, Beatles, Modern Bhangra		
Disciplinary Knowledge		
Singing	Composing	Musicianship
Control voice to pitch match simple melodies with accuracy (3-5 notes) Be able to respond to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause) when singing	Improvise simple vocal chants, using question and answer phrases. Create rhythms using word phrases as a starting point Create musical sound effects and short sequences of sounds in response to stimuli Use music technology to capture, change and combine sounds.	Show knowledge of pulse through a growing accuracy in clapping, tapping, marching, changing the speed of the beat as the tempo changes. Group beats in 2s and 3s by tapping on the first (strong) beat in each group Perform copycat rhythms back to teacher Recognise the cuckoo interval when heard and copy it vocally or on tuned percussion Play long and short sounds on instruments Follow and create simple musical directions for faster, slower, stopping and starting. Interpret graphic notation, dot notation (y1) and stick notation (y2) and use it to record own compositions

Year 3 /4

Substantive knowledge		
- Describe different dynamics (forte / piano /) (includes Yr 4 crescendo / decrescendo) - Compare different pitches and identify instruments that create high / low pitches. - Know what a pentatonic scale is - Understand the difference between major and minor triads (Yr 4) - Understand that tempo means how fast or slow music is and be able to describe music using words like steady or speeding up including 'allegro' / 'adagio' (Yr 3) and 'accelerando' / 'rallentando' (Yr 4) - Understand that different instruments have different timbres (sounds) and can be played in different ways (including legato / staccato) - Recognise basic musical structure, e.g. rounds - Know what the clef and stave are and why there are lines and spaces. Know 'do-me' (Yr 3) and 'do-so' (Yr 4) - Have a greater awareness of a widening range of different musical genres and their features, e.g. House, Rock & Roll/Blues, Reggae, Musicals, Minimalism. Rap		
Disciplinary Knowledge		
Singing	Composing	Performing
Sing and play confidently and fluently, maintaining a steady pulse Sing with an awareness of my breathing and pronunciation Maintain an independent part in a small group when singing (Yr 4)	Begin to create simple rhythmic patterns, melodies and accompaniments Improvise short on-the-spot responses using a limited note-range Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Make compositional choices about major or minor key to reflect a desired mood (Yr 4). Compose song accompaniments on untuned percussion using known rhythms and note values. Know how to use technology to create, change and combine sounds.	Maintain a part in a piece / rhythm game consisting of two or more parts. Maintain an independent part in a small group when playing Hear a melody and match dot notation to it or create a graphic score to represent it. Use standard or graphic notation to notate a melody. Play and perform melodies following staff notation using a small range Listen and copy rhythmic patterns. Play rhythms confidently while maintaining an appropriate pulse. Demonstrate an understanding of the differences between pulse and rhythm through playing an instrument. Demonstrate quality of key musical skills and elements from different musical genres

Year 5/6

Substantive knowledge		
• Know standard notation for rhythm and pitch • Know what a time signature means relating to pulse • Understand how triads are formed in different ways • Have a strong awareness of a wide range of different musical genres and their features, e.g. Jazz, Expressionism, Film music, Hip Hop, Minimalism, War-time music		
Disciplinary Knowledge		
Singing	Composing	Performing
Sing observing phrasing, accurate pitching and appropriate style	Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music	Maintain a strong sense of pulse throughout pieces with and without syncopation.
(Y6 sing syncopated rhythms)	Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	Perform pitch notation within an octave
Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Improvise freely over a drone	Play short rhythmic phrases at sight using known notation
Follow and perform a vocal piece using a graphic or notated score.	Improvise over a simple groove, responding to the beat.	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation
Experiment with and refine sounds with my voice.	Compose melodies made from pairs of phrases	Accompany a melody using block chords or a bass line
	Compose a short ternary piece (y5) or music with multiple sections that include repetition and contrast (Y6).	Play by ear on tuned instruments, copying longer phrases and familiar melodies.
	Use chords to compose music to evoke a specific atmosphere, mood or environment.	Recognise when going out of time (Y6)
	Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology	

SEND

Planning Inclusive Lessons Music is a unique and powerful form of communication that can change the way people feel, think and act. It combines creativity with emotion, enabling personal expression, reflection and development. As well as creating a sense of group identity and togetherness, music enables personal expression, encourages emotional development, and can foster links with the wider world. Through the primary phase, music teaching and learning should offer a progression of skills and include opportunities to appraise, compose and perform.

For music education to be accessible and inclusive for all, teachers need to anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. For some learners, music can be a medium to break down barriers that may exist in other curriculum subjects. The nature of the subject allows freedom and flexibility in musical expression, preferences and performance. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.

Creating an Inclusive Environment

Where possible, music should form part of the culture of a learner's primary school experience. Beyond discrete music lessons, assemblies, performances, and other curriculum areas can provide opportunities for exposure to a wealth of musical experiences. Considering this, ensuring that all aspects of learners' involvement in music education is as inclusive as possible, is paramount. Music can form an effective method of communication, so including it as part of repetitive routines such as the attendance register, number and phonics learning, as well as other daily routines, can provide predictable, reassuring and memorable experiences for learners. At times, music can create challenges for learners with sensory issues. This needs to be considered when creating an effective learning environment.

Consider the practical layout of the room and the position of the learners. Will they be working with a large class or a smaller group? Although music-making opportunities, such as playing instruments together or singing, lend themselves to groups, some learners may benefit from working individually, with or without the support of an adult and/or ICT.

Consider the physical layout of the workspace. Will all learners, especially those with physical disabilities, be able to access resources and have the space to play an active part in the lesson? If there is the opportunity to alter visual and/or auditory stimuli to respond to individual needs, then this should be considered.

Strategies to Scaffold Learning

How can I support learners who struggle with attention?

- Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.
- Pre-expose learners to the content of the lesson ,e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.
- Consider potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.

- Give learners a particular role in the lesson to keep them engaged and promote active participation.
- Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

How can I support learners who have sensory issues?

- Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
 - Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.
- Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.
- Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens. How can I support learners who struggle to access lessons because of literacy difficulties?
- Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
 - Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
 - Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.

How can I support learners who struggle to retain vocabulary?

- Begin each lesson with a recap of key vocabulary learned to date.
 - Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.
- Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language. How can I support learners who need additional time to develop conceptual understanding?
 - Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.

- If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.
- Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience

Resources

Leicestershire Music Hub

[Leicestershire Music - Leicestershire Music \(leicestershiremusichub.org\)](http://leicestershiremusic.org)