

# Music Learning Journey

At Sandy Lane Primary School we intend to inspire a love of music. Children will gain a firm understanding of what music is through listening, singing, playing, analysing and composing across a wide variety of historical periods and musical genres.

Through assemblies, children showcase their talent and their understanding of performing with awareness of others. We teach children to listen to and appreciate different forms of music and as the children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We aim to teach children to make music together, to understand musical notation, and to compose pieces. The children are taught technical language such as volume, pitch, beat, rhythm, dynamics and are encouraged to discuss music using these terms.

All children will be provided with a broad and balanced music curriculum which reflects the equality and diversity policies and practice in schools.

## Vocabulary

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Learn a range of songs from various styles and genres, using a broader selection of chord shapes

Articulation is introduced, and standard and tab notations are used as appropriate

Pupils use dynamics and build an understanding of the structure of the songs (verse, chorus and bridge). Strumming patterns can use more complex rhythms, and arpeggio technique is introduced.

Develop understanding of geographic and cultural origins of reggae. Learn to play and sing both chorus and verse structures of the song 3 Little Birds using the syncopated strum.

### Upper KS2

Play more extended melodies involving movement around the fretboard

Learn to play and perform full songs independently without a backing track

The concept of chords is introduced and simple open chord shapes taught

Notation of chord boxes is introduced. Use of dynamics is introduced.

Pupils learn to change string pitch using the left hand to fret notes in first position. Introduce singing while playing

Play sequences and play along with songs. Where appropriate, pupils sing as well as play.

Introduction to music notation for duration and rhythm, using rhythm grids. Pupils have opportunity to both read and compose

### Lower KS2

Introduction to melodic playing, using rote, notation and tab as appropriate.

Introduction to how to produce a good sound on the uke using plucking and strumming techniques. Correct posture and names of ukulele parts is introduced.

Use melodies to create higher and lower notes. To play simple melodic accompaniment.

To use movement to respond to pitch. Use higher or lower to describe sounds. To imitate changes in pitch

Begin to recognise the difference between pulse and rhythm. Identify rhythm of words and copy rhythmic actions

Accompany a song using a tuned or untuned instrument

Prepare songs for a performance, follow simple performance directions. Suggest ways to improve performance

### KS1

### EYFS

Create a variety of vocal sounds. Explore vocal timbre and instrumental timbre.

Introduce pulse. Maintain a steady pulse through movement. Identify the pulse in contrasting pieces of music. Play a steady pulse using an untuned percussion instrument.