



# Sandy Lane Primary school

## Music curriculum



perform



understand



create

# Music curriculum at Sandy Lane Primary School

## Intent

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.

## Implementation

Children will be given opportunities to access a wide range of musical genres; they will be confident about talking and evaluating this music, recognising that different music appeals to different people.

The Spark Yard scheme of work is used to support the teaching of music.

The music curriculum ensures that children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as the weekly singing assemblies. Children will be given the opportunity to learn a musical instrument. They will be taught the beginnings of reading music and will be taught how to properly use and care for the instrument. Children will also develop confidence as musicians. Teachers use highly effective assessment for learning through all lessons and regularly complete assessment grids to monitor progress and inform planning.

Within EYFS, music is an integral part of the children's learning journey. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Teachers in KS1 deliver the requirements of the National Curriculum through the 'Sparkyard' scheme of work, an "innovative, skills-based curriculum...where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage." (Sparkyard Music Curriculum). Teachers follow the suggested scheme of work although adaptations can be made for individual classes within the flexibility of the scheme.

## Impact

As a result of our clear and comprehensive music teaching and learning

- Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Pupils will play tuned and untuned instruments musically
- They will listen with concentration and understanding to a range of high-quality live and recorded music
- Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.
- We will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Children will improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils will listen with attention to detail and recall sounds with increasing aural memory
- They will use and understand staff and other musical notations
- Children appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

# Music National Curriculum and EYFS Statutory Framework

## [EYFS](#)

We have selected the Early Learning Goals that link most closely to the Music National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

### Expressive Arts and Design

Being Imaginative and Expressive ELG

- Children sing a range of well-known nursery rhymes and songs.
- Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## [Key Stage 1](#)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## [Key Stage 2](#)

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

## Music Vocabulary

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Vocabulary	Chant Fast Follow High Instrument Low Loud Quiet (use instead of 'soft') Repeat Rhythm Sing Slow Song Sounds	beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice accompany body percussion chime bar chord claves compose duration ostinato percussion phrase pitch pulse recorder score tuned percussion untuned percussion volume	names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel lyrics melodic phrase melody orchestra orchestration ostinato round scale stepwise movement structure theme unison woodblock xylophone	harmony improvise leaping (large interval between two notes) pentatonic Accent bass notation texture timbre diction interval syncopation