



Wessex Learning Trust



Wedmore First School Academy

We Learn Together

Music Curriculum Documents





Intent

Music is a unique way of personal expression and communicating that can inspire and motivate children. Music represents the and reflects the diverse culture we live in, opening and enhancing children's knowledge of the world around them.

At Wedmore First School Academy we follow the Charanga scheme of work which follows the specifications of the National Curriculum and EYFS Foundation Stage Framework.

Our curriculum provides a broad and balanced approach where children gain a firm understanding of what music is, through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, styles, traditions and musical genres. We encourage active participation and endeavour to develop confidence and creativity to the best of each child's ability and a joy in creating music together. Music plays an integral role in our school community, where all children are able to create, play and perform.

We offer a range of independent lessons; piano, violin, drumming, recorders and singing where children can learn and progress their musical talents. Our children can also showcase their knowledge and understanding of performing through whole school services, class assemblies, carols, singing festivals and nativity productions.

Implementation

At Wedmore, all children have a weekly music lesson and children from year 1 - year 4 have a weekly singing assembly. We follow the Charanga scheme which is designed specifically for the teaching of music in Primary schools and is written in line with the Model Music Curriculum.

Through Charanga children will be provided with the opportunities to sing, listen to, play, perform, review and evaluate music. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.



Implementation continued

The elements of music are taught so children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed appropriately for their age range. Teachers are able to deliver the curriculum in a fun and engaging way to further promote creativity and a love of learning.

They learn to sing and to use their voices, to create and compose music on their own; all children will spend a minimum of one term learning to play the recorder in Year 2, drums in Year 3 and ukulele in Year 4, whilst having the opportunity to learn piano, violin and drums through qualified peripatetic teachers. In KS1, all our children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds whilst learning basic notation and composition skills. They also listen and move to a wide range of music, evaluating and reflecting on what they have heard/learnt in whole class discussions. Our children in KS2 build on the skills acquired in KS1 so that, by the end of year 4, they sing and play with increasing control and self-confidence.



Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.

We believe children will;

have developed an understanding of how culture and history have shaped music;

have discovered areas of strengths, as well as areas they might like to improve on;

enjoy and appreciate music as a listener, creator and performer;

be able to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive;

sing and become familiar with feeling a pulse;

actively participate in music lessons and will have developed a confidence in performing to the best of their ability.

We want to provide our staff with relevant and up to date training, so they feel confident and secure in delivering music lessons.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Photo and video evidence of the pupils practical learning, through floor-books and digital records



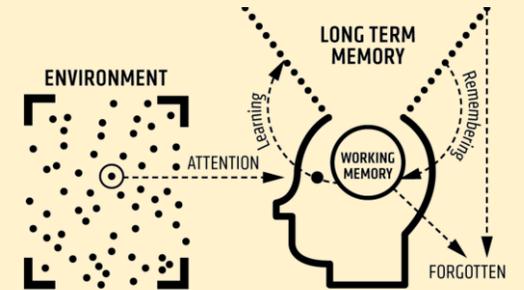
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction 'I Do'

→ Practise
Learning 'We Do'

→ Learning Check
'You Do'

→ Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum and EYFS Framework

Substantive Knowledge

Is knowledge gained through experience

Learning about...

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

Disciplinary Knowledge

Refers to facts and information e.g. styles and composers

Learning how to...

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

Procedural Knowledge

Is what is exercised in the performance of a task e.g. creating drum grooves

Learning through...

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4
<p><i>Development Matters 4-5 Years:</i></p> <ol style="list-style-type: none"> <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> 	<ol style="list-style-type: none"> <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments musically</i> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 		<ol style="list-style-type: none"> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>use and understand staff and other musical notations.</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>develop an understanding of the history of music.</i> 	

Substantive Knowledge
Learning about...(knowledge)

EYFS	Year 1	Year 2	Year 3	Year 4
	<p>Listening and appraising</p> <ul style="list-style-type: none"> How to listen with concentration The key elements of music (pitch, rhythm, tempo, dynamics, structure) <p>Performing: instruments:</p> <ul style="list-style-type: none"> The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker <p>Performing: singing</p> <ul style="list-style-type: none"> The importance of warming up the voice for singing Basic breath control What good posture for singing looks/feels like <p>Composing</p> <ul style="list-style-type: none"> The Music has been composed throughout history for different occasions and to reflect people, place and time. How to use technology as a tool for musical learning 		<p>Listening and appraising</p> <ul style="list-style-type: none"> The key elements of music The names of some key composers/musicians <p>Performing: instruments:</p> <ul style="list-style-type: none"> What makes a successful performance How to improvise patterns Basic staff notation How to use technology as a tool for performing <p>Performing: singing</p> <ul style="list-style-type: none"> The importance of listening to others whilst singing for timing and tuning. <p>Composing</p> <ul style="list-style-type: none"> How to use technology as a tool for composing 	



Procedural Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4
Singing		<ul style="list-style-type: none"> • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre • Sing a song together as a group • Combine voices and movement to perform a chant and a song 	<ul style="list-style-type: none"> • Chant and sing in two parts while playing a steady beat • Sing with expression, paying attention to the pitch shape of the melody • Understand pitch through singing, movement, and note names • Prepare and improve a performance using movement, voice and percussion 	<ul style="list-style-type: none"> • Sing in two-part harmony • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 	<ul style="list-style-type: none"> • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry • Learn to sing partner songs • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Combine singing, playing and dancing in a performance
		<ul style="list-style-type: none"> • Use voices to create descriptive sounds 			
Playing Instruments		<ul style="list-style-type: none"> • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments 	<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Accompany a song with vocal, body percussion and instrumenta ostinato • Use instruments expressively in response to visual stimuli 	<ul style="list-style-type: none"> • Accompany a song with a melodic ostinato on tuned percussion • Perform a pentatonic song with tuned and untuned accompaniment • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion • Play and sing repeated patterns (ostinati) from staff notation • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations
		<ul style="list-style-type: none"> • Play percussion instruments at different speeds (tempi) • Play and control changes in tempo • Explore sounds on instruments and find different ways to vary their sound 			
		<ul style="list-style-type: none"> • Play fast, slow, loud, and quiet sounds on percussion instruments • Use instruments to create descriptive sounds 			



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4
Improving /Exploring		<ul style="list-style-type: none"> • Improvise descriptive music • Respond to music through movement • Create a soundscape using instruments • Explore different sound sources and materials • Explore sounds on instruments and find different ways to vary their sound 	<ul style="list-style-type: none"> • Explore timbre and texture to understand how sounds can be descriptive • Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways to organise music 	<ul style="list-style-type: none"> • Improvise descriptive music • Improvise to an ostinato accompaniment • Explore simple accompaniments using beat and rhythm patterns 	<ul style="list-style-type: none"> • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Improvise melodies with a given set of five notes (a pentatonic scale) • Explore layers and layering using a graphic score • Understand syncopation and clap improvised off-beat rhythms
Composing		<ul style="list-style-type: none"> • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound 	<ul style="list-style-type: none"> • Compose music to illustrate a story • Perform and create simple three and four-beat rhythms using a simple score 	<ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Create and perform from a symbol score • Arrange an accompaniment with attention to balance and musical effect • Use a score and combine sounds to create different musical textures 	<ul style="list-style-type: none"> • Compose an introduction for a song • Compose and notate pentatonic melodies on a graphic score • Compose a rap • Compose a fanfare • Compose and play sequences of word rhythms
Listening		<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Understand musical structure by listening and responding through movement 	<ul style="list-style-type: none"> • Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion 	<ul style="list-style-type: none"> • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified • Listen to and learn about traditional Chinese music • Listen to and learn about a Romantic piece of music • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music 	<ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing • Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and learn about 1940s dance band music • Listen to and play along with Bhangra music • Copy rhythms and a short melody • Match short rhythmic phrases with rhythm notation • Listen to and learn about Renaissance instruments [Unit: In the past]



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4
Appraising		<ul style="list-style-type: none"> Identify a sequence of sounds (structure) in a piece of music Listen in detail to a piece of orchestral music (e.g. identify instruments) Identify metre by recognising its pattern Identify a repeated rhythm pattern 	<ul style="list-style-type: none"> Identify ways of producing sounds (e.g. shake, strike, pluck) Identify rising and falling pitch Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) Use simple musical vocabulary to describe music Listen, describe and respond to contemporary orchestral music 	<ul style="list-style-type: none"> Identify the metre in a piece of music Recognise rhythm patterns in staff notation Recognise pitch shapes 	<ul style="list-style-type: none"> Identify different instrument groups from a recording Describe the structure of a piece of orchestral music Develop listening skills by analysing and comparing music from different traditions Identify key features of minimalist music Compare and contrast the structure of two pieces of music Identify the metre of a new song or piece Listen to and analyse 20th century ballet music
Tier 2 Vocabulary		<ul style="list-style-type: none"> Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps 			<ul style="list-style-type: none"> The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre
Tier 3 Vocabulary		<ul style="list-style-type: none"> Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary 			<ul style="list-style-type: none"> The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.



Long Term Plan – example

	EYFS Nursery (2-3yrs) All year	EYFS Nursery (3-4yrs) All year	EYFS Reception	Year 1	Year 2	Year 3	Year 4
Theme 1 <i>Ourselves and Humankind</i>	<p>Development Matters - Communication and Language - Enjoy singing, music and toys that make sounds.</p> <p>Development Matters - Expressive Arts and Design - Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes and songs</p>	<p>Development Matters - Communication and Language - Sing a large repertoire of songs. - Know many rhymes.</p> <p>Development Matters - Expressive Arts and Design - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person. - Sing the melodic shape of familiar songs.</p>	<p>Me! Genre: Nursery Rhymes & Action Songs Skills: Singing & Performing</p>	<p>Hey You! Genre: Hip Hop Skill: Listening and appraising</p>	<p>Hands, Feet, Heart Genre: South African Skill: Appraising and Singing</p>	<p>Let Your Spirit Fly Genre: R n B Skill: Singing and Playing</p>	<p>Mamma Mia Genre: 70s Pop Skill: Appraise, Sing and Perform</p>
Theme 2 <i>Culture and Diversity</i>			<p>My Stories Genre: Nursery Rhymes & Action Songs Skills: Singing & Performing</p>	<p>Rhythm in the Way We Walk Genre: Action Songs/ Reggae Skill: Singing and Performing</p>	<p>Ho Ho Ho Genre: Various linked to Christmas Skill: Singing and Performing</p>	<p>Glockenspiel (Stage 1) Genre: Instrumental Skill: Playing and Musical Language</p>	<p>Glockenspiel (Stage 2) Genre: Instrumental Skill: Playing and Musical Language</p>
Theme 3 <i>Community and Citizenship</i>			<p>Everyone! Genre: Nursery Rhymes & Action Songs Skills: Singing & Performing</p>	<p>In the Groove Genre: Various (6) Skill: Listening and appraising (comparing genres)</p>	<p>I Wanna Play in a Band Genre: Rock Skill: Playing and Improvising</p>	<p>Three Little Birds Genre: Reggae Skill: Sing, Play and Improvise.</p>	<p>Stop! Genre: Rap Skill: Singing and Composing</p>
Theme 4 <i>Exploration and Discovery</i>			<p>Our World Genre: Nursery Rhymes & Action Songs Skills: Singing & Performing</p>	<p>Round and Round Genre: Latin Skill: Building on skills - playing musical instruments</p>	<p>Zootime Genre: Reggae Skill: Singing and Playing</p>	<p>The Dragon Song Genre: Skill: Sing and Improvise.</p>	<p>Lean On Me Genre: Soul/ Gospel Skill: Singing and Playing</p>



Long Term Plan – example

	EYFS Nursery (2-3yrs) All year	EYFS Nursery (3-4yrs) All year	EYFS Reception	Year 1	Year 2	Year 3	Year 4
Theme 5 <i>Expression and Creativity</i>	. - Explore their voices and enjoy making sounds. - Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of soundmakers and instruments and play them in different ways. - Enjoy and take part in action songs.	Create their own songs or improvise a song around one they know. – Play instruments with increasing control to express their feelings and ideas.	Big Bear Funk Genre: Funk Music Skill: Listening and appraising	Your Imagination Genre: Pop Skill: Composing	Friendship Genre: Pop Skill: Improvising and Performing	Bringing Us Together Genre: Disco Skill: Improvise and Perform	Blackbird Genre: 60s Pop Skill: Singing and Improvising
Theme 6 <i>Ourselves and Humankind</i>			Reflect, Rewind & Replay Genre: Various Skill: Consolidating learnt skills and revisiting songs/ musical activities.	Reflect, Rewind & Replay Genre: Various Skill: Consolidating learnt skills and revisiting songs/ musical activities.	Reflect, Rewind & Replay Genre: Various Skill: Consolidating learnt skills and revisiting rhymes/ songs	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, revisit and perform	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, revisit and perform