

## Music Intent and Overview

At Maple Tree Primary School (MTPS), we aim to make music fun and enjoyable for both the pupils and teachers. Every young person should be able to experience music and to make progress. It is thought that music enriches individual lives as well as a school's wider community. For individuals music can have many benefits, it can help brain development, helps them focus, relieves stress and boost self-confidence.

Musical techniques and skills can be supported and developed in all pupils, throughout Early Years (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2), recognising that talents and abilities can be expressed instrumentally, vocally or through music technology.

We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future. Overall, empowering the children to exploring different cultures and genres of music and to engage with music to the best of their abilities.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Exploring sound</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	<b>Celebration music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanza and Christmas.	<b>Music and movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b>Musical stories</b> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	<b>Transport</b> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	<b>Big band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
<b>Year 1</b>	<b>Keeping the pulse (My favourite things)</b> Children explore keeping the pulse together through music and movement, by exploring their favourite things.		<b>Tempo (The snail and the mouse)</b> Children 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.		<b>Dynamics (The Seaside)</b> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	
<b>Year 2</b>	<b>Call and response (Animals)</b> The children use instruments to represent animals, copying rhythms and creating call and response rhythms.		<b>Inventing a musical story</b> This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.		<b>Singing (On this Island)</b> Learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.	
<b>Year 3</b>	<b>Ballads</b> Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.		<b>Pentatonic melodies and composition (Chinese New Year)</b> Children to revising key musical terminology. Learn about the Chinese New Year playing and creating pentatonic melodies, composing a piece of music using layered melodies.		<b>Jazz</b> Learning about ragtime style music, traditional jazz and scat singing. Building on skills of repeating syncopated rhythms and improvising call and response. Children will create a jazz motif using a swung rhythm.	
<b>Year 4</b>	<b>Body and Percussion (Rainforest)</b> A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.		<b>Samba and carnival sounds and instruments (South America)</b> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.		<b>Changes in pitch, tempo and dynamics (Rivers)</b> Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	
<b>Year 5</b>	<b>Composition to represent the festival of colour (Holi festival)</b> Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.		<b>Looping and remixing</b> Children learn about how dance music is created, focusing particularly on the use of loops.		<b>Musical theatre</b> Introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.	
<b>Year 6</b>	<b>Songs of WW2</b> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.		<b>Film scores</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.		<b>Baroque</b> Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	

## **Music Implementation**

Music is taught every other week for an hour but this does not have to be in one dedicated lesson. Music is incorporated across the curriculum and integrated in to all subjects. In maths, learning songs and actions to help with times tables and English can include ballads and poetry to music to enhance performance. Music in art can encourage creativity and mind set, dance in PE and embedding a focused vocabulary in French.

Singing is a key skill to develop and encourage, as well as incorporating music in lessons, there is a fortnightly singing assembly where all the children come together and celebrate the Maple Tree values.

Kapow is a scheme of work that provides the structure and resources for teachers to use and develop skills in music such as composing and performing. The scheme also enables teachers to adapt planning to support and enrich the topic that is being taught. Weekly lessons can also be supplemented with virtual lessons and lesson plans which are provided by Rocksteady company, allowing the children to access the music curriculum in an engaging way, learning about different music genres, chords, rhythm, and tempo.

Pupils in Early Years (EYFS) will be taught to:

- respond to what they have heard, expressing their thoughts and feelings through movement;
- sing in a group or on their own, increasingly matching the pitch and following the melody;
- explore a range of sound makers and instruments and play them in different ways and make up own rhythms and tunes;

Pupils in KS1 will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and un-tuned 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.

Pupils in KS2 will 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 Impact**

The impact of teaching music will be seen across MTPS with an increase in the profile of music. Pupil engagement will be improved several ways by incorporating music in other lessons and assemblies, whole class teaching of instruments, such as the glockenspiels and providing alternative opportunities to learn a different instrument through peripatetic music lessons. Because of an increase pupil commitment to music, we hope that parent engagement will increase, supporting pupils by attending performances and encouraging children to be more expressive and embrace different styles of music.

The children make progress by knowing more, remembering more and being more confident to do more.

We measure the impact of our curriculum in the following ways:

- 🏆 Children demonstrate an increased positive attitude towards different genre of music and show respect to other children attitudes and opinions.
- 🏆 They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.

- 🏰 Images and videos of the children's learning.
- 🏰 Interviewing the pupils about their learning (pupil voice).
- 🏰 Pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- 🏰 Improvement in skills to compose and perform pieces of music of their own and of that taught to them.