

Subject Lead	
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Music at Ewelme C.E. Primary School	Cultural Capital
<p>In Key Stage One, music is taught through their termly topics. Charanga music resource is used to support music teaching in KS1. The activities and ideas are based on their topics. For example, in Year 2 in the Autumn term when the topic is Castles; the children learn about musical instruments from Medieval times, and develop the skills to play tune and untuned instruments keeping to a steady beat.</p> <p>In Key Stage Two, music is taught through weekly Ukulele lessons which cover all aspects of the music curriculum and is supported by Charanga music scheme.</p> <p>Musical teaching and learning is not neat or linear. The strands of musical learning presented within the lessons are part of a learning spiral. Over time, children can both develop new musical skills and re-visit established musical skills and concepts. Repeating a musical skill does not necessarily mean their progress is slowing down or their development is moving backwards – it's just shifting within a spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p>	<ul style="list-style-type: none"> <li>- All year groups participate in a range of annual performances throughout the year. These include: Christmas service, performing carols to Newelme Club, Big Christmas sing, Easter Experience, KS1 Music Festival and a Summer performance.</li> <li>- Years 2 to 6 receive weekly instrumental tuition from the music service (ukulele).</li> <li>- Children can have 1:1 tuition in a range of instruments including piano, trumpet and clarinet.</li> <li>- We have a visit from an African Drumming company, who run sessions for each year group.</li> </ul>

### Progression of skills in Music:

	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>Singing and playing</b>	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> <li>- Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>- Develop control and accuracy on tuned and untuned percussion and can copy</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their control of pitch and duration when singing with accompaniments.</li> <li>- Performs simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency.</li> <li>- Keeps to a steady beat in 2, 3 and 4 metre</li> <li>- Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils sing songs in parts with increasing control and expression.</li> <li>- Play pieces with parts with accurate control of pitch, duration, tempo and dynamics</li> </ul>

<b>Rehearsing and Notating</b>		<ul style="list-style-type: none"> <li>-Order sounds within simple structures.</li> <li>- Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to graphic notation for pitch, duration and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- Starts to develop rehearsal routines and strategies</li> <li>- Respond to graphic notation for pitch, duration and rhythm</li> <li>- Pupils improvise repeated patterns and combine several textures of sound.</li> <li>- Create graphic notation for pitch, duration and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</li> <li>- They understand and use the staff and other musical notations.</li> </ul>
<b>Listening and responding</b>	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> <li>- Recognise mood, character and contrast in pieces.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises changes in mood, character and contrasts in pieces.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast different pieces recognising how different musical elements are combined and used expressively.</li> <li>- Pupils can listen with increasing attention to detail and recall sounds with growing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.</li> <li>- They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</li> </ul>
<b>Describing and discussing</b>		<ul style="list-style-type: none"> <li>- Begin to use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate vocabulary</li> <li>- Pupils recognise how the different musical elements are combined and used expressively</li> </ul>	<ul style="list-style-type: none"> <li>- Further extend appropriate musical vocabulary</li> <li>- Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians</li> </ul>