



## Music Statement of Intent

It is our intent for our music curriculum to inspire pupils to develop a love of music as well as their talent as musicians. This should increase their self-confidence and sense of achievement. We believe that music is a universal language that embodies one of the highest forms of creativity; therefore, a high quality music education should engage and inspire pupils to develop a love of the subject.

Teaching should equip pupils with knowledge of a range of musical skills. By using their voices, e.g. through singing songs, children learn about the structure and organisation of music. They also learn how to perform both in solo and collaborative contexts. Through playing and using instruments, children appreciate and learn how sounds are created and how different types of instruments can be played. By listening to high quality recorded music, children learn to appreciate different forms of music from different eras and can be taught the seven elements of music. Children can use composition as a means of expressing their ideas, feelings and emotions.

As pupils progress, their growing knowledge about the subject should help them develop a curiosity for the subject as well as an understanding and acceptance of the validity and importance of all types of music. They should use their growing skills base to help them convey their ideas in composition, performance and aural appreciation. This should then help them to develop an unbiased respect for the role that music may wish to be expressed in anyone’s life.

We are committed to ensuring children understand the value and importance of music in the wider community. An example of this in our case would be that our Choir perform at different times of the year in local care homes to elderly residents and those with dementia. Music has had a powerful impact in these instances and embodies our philosophy of performing for a range of purposes and in collaboration with others. The children are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts.





## Whinstone Primary School Year 1 and 2 Music



### **Music KS1 National Curriculum**

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.



### Music Implementation

Music is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>LKS2 Music Implementation – Key Concepts</b>
The Key Concepts of Music at Whinstone are: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Composing</li> <li>• Performing</li> </ul>

	In Year 1 and 2, Music is taught every week (1 lesson) in two cycles through the following sequence of topics:		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Cycle A	Play and Perform with tuned and untuned percussion  Key element – Pulse	Songs about Spring / Easter  Key element - Exploring Pitches	Songs about Summer  Key element - Timbre
Cycle B	Key elements - Long and Short / Exploring Pitch  Christmas Songs	Songs / rhymes about Spring / Easter  Exploring graphic scores and creating sound pictures	Songs about Summer  Key elements- Exploring tempo and dynamics

<b>Topic Specific Vocabulary</b>
Sing, tunes, melody, repeat, listen, high, low, untuned percussion instrument names, compose.
Pitch, loud, quiet, long, short, shake, tap, scrape, hit, play, in time, beat.
Rhythm, length, dynamics, breath, tempo, pulse, effect, layers



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Music at Whinstone.

<b>Performing</b>		<b>Listening</b>	<b>Composing</b>
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	<b>Play tuned and untuned instruments musically</b>	<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>
<ul style="list-style-type: none"><li>• Join in with simple songs, chants and rhymes</li><li>• Use recall to sing back simple phrases</li><li>• Sing with a sense of shape in the melody</li><li>• Sing expressively and using the correct dynamics</li><li>• Follow pitch with voices</li><li>• Recognise phrase lengths and know when to breathe</li></ul>	<ul style="list-style-type: none"><li>• Handle instruments correctly and know what they are called</li><li>• Repeat and create simple rhythmic patterns, including ostinati</li><li>• Accompany a chant or song in time with the music</li></ul>	<ul style="list-style-type: none"><li>• Begin to identify familiar instruments, e.g. piano, guitar, drums, percussion instruments</li><li>• Identify high and low, long and short, fast and slow</li><li>• Begin to say how the music makes them feel</li></ul>	<ul style="list-style-type: none"><li>• Create own sound effects</li><li>• Experiment with different timbres</li><li>• Verbalise why they chose to create the musical effects they created</li></ul>



# Whinstone Primary School Year 1 and 2 Music



## Music Impact

At the end of each topic, teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Performing	Follow pitch movements with high and low in their voices
Listening	Recall the sequence of a short set of sounds
Listening	Identify long and short sounds in music
Composing	Create and choose sounds to reflect a given stimulus
Performing	Use untuned percussion correctly
Performing	Perform appropriately for a given purpose