



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 6 Music



Music KS2 National Curriculum

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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 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.

UKS2 Music Implementation – Key Concepts

The Key Concepts of Music at Whinstone are:

- Performing
- Listening and appraising
- Composing

	In Year 6, Music is taught every week using Charanga / school's own resources through the following sequence of topics:					
	Autumn		Spring		Summer	
Year 6	HAPPY Focus on pop / Motown genre	CLASSROOM JAZZ 2 / CHRISTMAS SONGS FOR PERFORMANCES	PERIODS OF MUSIC HISTORY Looking at music from Mediaeval era to the 20 th Century and now	YOU'VE GOT A FRIEND Focus on the music of Carole King and her role as a key female composer	REFLECT, REWIND AND REPLAY Consolidation of everything taught throughout the year	LEAVERS' SHOW Learn songs for their final show and include the unit on MUSIC AND ME (Charanga scheme)

Topic Specific Vocabulary

Rhythms, timbre, pulse, tempo, acapella, dynamics, improvise, texture, melody, jazz, hook, mediaeval, renaissance, baroque, classical, romantic, contemporary, instrument names, ballad, harmony, stave, clef, treble clef, note names, rests.

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.



Whinstone Primary School Year 6 Music



Performing	Composing	Listening	Composing	Listening	Listening
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.
<ul style="list-style-type: none">• Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics.• Sing songs with increasing control of breathing, posture and sound projection.• Sing a round in two parts and identify the melodic phrases and how they fit together.• Begin to have an awareness of improvisation with the voice.	<ul style="list-style-type: none">• Create descriptive music in pairs or small groups.• Identify different starting points for composing music.• Explore, select and combine a variety of different sounds to compose a soundscape.• Use a range of stimuli and develop musical ideas into a completed composition.	<ul style="list-style-type: none">• Listen to longer pieces of music and identify features.• Internalise short melodies and sing these.• Internalise short melodies and play these on pitched percussion (by ear).	<ul style="list-style-type: none">• Begin to learn simple notation, e.g. crotchet, minim, quaver, semibreve.• Play / sing simple rhythms on (un)tuned percussion• Begin to learn pitched notes on a staff.• Combine note values with pitched notes and read simple melodies.	<ul style="list-style-type: none">• Recognise how music can reflect different intentions• Recognise excerpts of famous pieces of music from a range of composers• Understand that music can be performed in different ways and in different situations.	<ul style="list-style-type: none">• Learn about the different eras in music• Use seasonal and music to support topics to introduce children to different genres and composers• Gain an understanding about the history and development of music through learning about instruments



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	Sing songs with increasing control of breathing, posture and sound projection.
Listening	Identify instruments from specific families of the orchestra
Composing	Begin to improvise simple melodic and rhythmic patterns
Performing	Play simple accompaniments with control, confidence and accuracy
Composing	Create own accompaniments using musical notation
Composing	Begin to learn pitched notes on a staff
Performing	Present performances effectively