



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 3 and 4 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.

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

	In Year 3 and 4, Music is taught every week (1 lesson) in two cycles through the following sequence of topics:		
	Autumn	Spring	Summer
Cycle A	Play and Perform (Christmas performances – Christingle Y3, WW2 Y4) 7 elements of Music, Rhythm and notation	History of Music Person study - Mozart (1756-1791) Classical	Music from different countries/traditions (World / Africa)
Cycle B	Play and Perform (Christmas performances – Christingle Y3, WW2 Y4) Instruments of the Orchestra	History of Music Person Study – John Williams (1932-) Modern	Music of different genres, e.g. jazz, latin. (Including World music / Africa)

Topic Specific Vocabulary
<i>High, low, middle, melody, long, short, rhythm, length, loud, quiet, dynamics, breath, pitch, tempo, pulse, effect, layers</i> <i>Pitch, high, low, dynamics, forte (f), piano (p), mezzo forte (mf), mezzo piano (pp), crescendo, diminuendo, verse, chorus, bridge, canon</i> <i>AABA, ABA, ostinato, layers, timbre, textures, compose, perform, improvise</i> <i>Diction, intonation, woodwind, strings, percussion, brass nation, pulse, beat, time, names of instruments of the orchestra, inflection, genre, rhythmic patterns, effects, layers, mood, emotions, feelings, graphic scores, impact, control, accuracy, accompaniment</i>



Whinstone Primary School Year 3 and 4 Music



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.

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"> • Begin to sing with control of pitch and dynamics. • Sing with awareness of pulse and rhythm. • Select instruments to describe visual images. • Play simple accompaniments with control and accuracy. • Perform collaboratively with a sense of occasion and precision 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways • Create music that describes contrasting moods/emotions. • Create an accompaniment to known and unknown songs. 	<ul style="list-style-type: none"> • Begin to hear simple structures in short pieces. • Begin to identify instruments from different orchestral families. • Identify specific instruments from the orchestra in short pieces. 	<ul style="list-style-type: none"> • Make their own symbols for notation as part of a class score. • Begin to learn simple notation, e.g. crotchet, minim, quaver, semibreve. 	<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"> • Begin to learn about the different eras in music • Use seasonal and music to support topics to introduce children to different genres and composers • Gain an understand about the history and development of music through learning about instruments



Whinstone Primary School Year 3 and 4 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	Sing with an awareness of melody, pulse and rhythm
Listening	Identify common musical instruments of the orchestra
Listening and Performing	Recall simple melodic and rhythmic patterns
Performing	Play simple accompaniments with control and accuracy
Composing	Create own accompaniments with control, accuracy and a sense of tempo
Composing	Recognise simple notation and create own method of notation
Listening	Recognise how music can reflect different intentions