



Moorside Primary School, Lancaster

EYFS & National Curriculum 2023 – 2024

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Reception | <p>I wonder who it is... Music: sing nursery rhymes, seasonal songs; play pitch matching games humming or singing; ring games songs; explore sounds and how can be changed, tapping out simple rhythms.</p> | <p>I wonder what is out there... Music: sing Christmas songs Dynamics: loud and soft</p> | <p>I wonder who lives there... Music: Chinese music and composition Pitch: high and low</p> | <p>I wonder how things grow... Music: learn a traditional African song and dance and perform it Tempo: fast and slow Follow the beat and rhythm on own instruments</p> | <p>I wonder how things change...</p> | <p>I wonder how people help us...</p> |
| Year 1 | <p>Under the Sea Explore non percussion instruments; explore musical techniques - texture and dynamics; compose music on their own and with others</p> | <p>Seasonal Change</p> | <p>Seasonal Change Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works by Debussy, Gershwin and Vivaldi; explore musical techniques – pulse, pitch, tempo</p> | <p>Wild Things</p> | <p>Explorers Understand and explore how music is created, produced and communicated through appropriate musical notations.</p> | <p>Growing and Changing</p> |
| Year 2 | <p>Coasts Appreciate and understand folk music; understand and explore how music is created, produced and communicated, through rhythm and tempo</p> | <p>People in the Past Listen to, review and evaluate classical orchestral music by Elgar; understand and explore how music is created, produced and communicated, including through pitch, melody and staff notation</p> | <p>China Learn to play tuned instruments musically - the Recorder; explore staff notation; listen to (live) and perform music from the Chinese tradition</p> | <p>Construction Recorders</p> | <p>Plants and Habitats Recorders Create and compose music on their own and with others using the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure</p> | |
| Year 3 | <p>Birds listen with attention to detail and understand music by Stravinsky; compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Stone Age</p> | <p>Beneath our Feet Play musical instruments with increasing accuracy, fluency, control and expression – the Recorder; use and understand staff notation</p> | | <p>Ancients</p> | <p>World Food Recorders, Understand and Explore World Music; compose music using the Pentatonic Scale</p> |
| Year 4 | <p>Engineering Electronic Music Rhythm, pitch, tempo Composing on ipads Creating loops, to replicate machine sounds; Listening to Little Train of the Caipira</p> | <p>Lancaster City Study Recorders; Read standard notation Developing sense of pitch and sense of phrase; Learning Lancashire folk songs</p> | <p>Invaders and Settlers Focus on Young Person’s Guide to the Orchestra. Comparing the different timbres of the orchestra. Learning Roman and Celtic songs to develop sense of pitch and awareness of pulse</p> | | <p>Forests and Rainforests A day in the Rainforest Focussing on improvisation and composition of melodies and rhythms; Creating a soundscape using body percussion, glockenspiels and recorders. Listening to and studying Earth by Hans Zimmer</p> | |
| Year 5 | <p>Space Play and perform in solo and ensemble contexts playing brass instruments with increasing accuracy, fluency, control and expression; use and understand staff notation</p> | <p>Vikings Brass</p> | | <p>Water Brass</p> | <p>20th Century Brass; listen to, review and evaluate music from the 20th Century with different styles and traditions, including works by Copeland and music performed by the Beatles; develop an understanding of musical composition, organising and manipulating ideas within musical structures; improvise music using the inter-related dimensions</p> | |
| Year 6 | <p>World War I Listen to, review and evaluate 20th Century Pop music and Classical music by Holst; understand and</p> | | <p>Survival</p> | | <p>Human Body Listen to Anna Meredith - Connect It; composing and improvising, based on the patterns created by the digestive and circulatory</p> | |

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| <p>explore how music is created, produced and communicated, including through the inter-related dimensions: rhythm, dynamics, tempo, structure and appropriate musical notations; improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | | <p>systems using tuned and untuned percussion and body percussion; recording on a graphic score</p> |
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Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught *from year group to year group*:

Singing

We love singing at Moorside from EYFS to year 6 and singing forms part of every music lesson. Each year has an increasingly difficult repertoire of songs, rhymes and chants to learn to sing with increasing accuracy and control. Some songs are sung in unison and others will be in parts.

Performing

Children experience a variety of untuned percussion instruments throughout school, developing their sense of rhythm and dynamics. Every child at Moorside has the opportunity to play a tuned instrument. In years 2, 3 and 4 children learn to play the recorder. In year 5 this progresses onto a brass instrument. In addition to this we offer a variety of music lessons for children whose parents wish to enrol with peripatetic music teachers. They offer lessons in a variety of other instruments. Children in KS2 are given the opportunity to rehearse for and perform at the MEN in Manchester as part of the Young Voices choir.

Composing

The children draw from the inspiration of their topics and from the music being listened to in music lessons to compose music of increasing complexity as they progress through the school. They are encouraged to use their musical skills tool kit within their compositions.

EYFS - children will compose only a few sounds

Year 1 – children compose short pieces and record using graphic notation

Year 2 – children compose short melodies and record using staff notation

Year 3 – children compose using the pentatonic scale

Year 4 – children compose on ipads

Year 5 – children improvise on brass instruments

Year 6 – children's compositions must use specific rhythms from the music they are listening to

Listening and Appraising

Not only do we enjoy singing and playing instruments but we also enjoy listening to a wide range of music. This is not just something offered as part of the music curriculum but infiltrates all aspects of school life including PE, history, assemblies and performances.

Children have opportunities to listen to live and recorded music. We have musicians who visit school from time to time, including More Music.

The children also have the opportunity to listen to each other play during class performances, Christmas shows and end of year performances.

Rationale for the order in which knowledge is taught *within each year group*:

- Knowledge is developed and built upon throughout the year in a systematic way.
- Children revisit knowledge before building upon it.
- Knowledge that links naturally to the learning that has gone before is placed earlier in the year.
- More complex and new concepts are taught after this to ensure that there is a clear progression in knowledge.

How the curriculum has been designed to meet the needs of *Moorside learners*:

- There are lots of opportunities to explore and celebrate music from around the world due to our multi-cultural intake
- We try to make the most of local musicians and performances where possible

How teachers are expected to teach this subject:

- Learning in Music is integrated within a rich topic-based curriculum, where meaningful links are drawn within and between subjects.
- Children are exposed to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians deepening children's appreciation and understanding of music.
- Each topic begins with a stimulus to establish prior knowledge and to promote enquiry, to ensure that the following lessons build upon what children already know and provide them with opportunities to answer their own questions.
- Prior learning is revisited before beginning a new unit of work, ensuring that children are continuing to build upon what they already know.
- The subject-specific skills and knowledge of a 'Moorside Musician' will enable our children to understand how to be 'Musicians'.
- Music topics have been developed over time and have been carefully planned to ensure a clear progression of knowledge, skills and understanding within and across year groups.
- Teaching strategies are varied and allow all learners to actively participate in and demonstrate their learning in different ways.
- Music lessons are planned to be engaging and accessible for all learners, with opportunities for stretching higher attaining learners and supporting those with SEND.
- All units of work have been planned to include an outcome, which gives children the opportunity to communicate their learning from the topic in a variety of creative ways.

How is this subject assessed? How do teachers make a judgement?

- Music knowledge is assessed using planned end points for each unit of work.
- AFL and targeted questioning to ensure accurate teacher assessment.
- Children's work is assessed against national curriculum objective and KLIPs to judge if they are working towards, working at or working at greater depth.

What is expected in terms of recording and evidencing:

- All recording should be children's own response about what they have learnt and what they can remember.
- There should be evidence that children have revisited and reflected on their learning and are able to explain what they now know and remember.
- A range of different evidencing strategies should be used, and, where appropriate, should be selected by the children themselves.
- All work should be dated, with a specific learning objective taken from the child-friendly KLIPs or the national curriculum.
- A very high expectation of the quality of the work produced.

How do you know that end points are met?

- Children's work demonstrates a good understanding of the key concepts taught during the unit.
- Key vocabulary has been used in children's written work.
- Children are able to explain what they now know and remember as a result of their learning.

How is ambition for all promoted within this subject?

- Engaging and practical sessions that are accessible for all .
- Differentiation is used to scaffold and extend learning to ensure that all learners are supported and challenged in their learning.
- Children have some freedom in how they record their learning to maximise motivation and autonomy of the learner.
- We have high expectations of all pupils.

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

- 'Book looks' are used to draw conclusions about the quality of teaching and learning in music.
- Action is taken following books looks/ observation/ pupil voice to ensure that issues are addressed and support is given when appropriate.
- Evidence is gathered and processed to ensure a clear overall picture about the quality of music teaching and learning, and where this picture is unclear, further action is taken.
- Conclusions drawn from monitoring form the basis for further training for staff, to ensure the best possible outcomes for children.