



Belwains Primary School- Music Guidelines 2023-2024

Intent:

At Belwains Primary School it is our intent to make music enjoyable and accessible to everyone. We aim to help all students grasp what music is by listening, singing, playing instruments, thinking about, and creating music from different times, styles, and types. We want children to become curious about music, understand why it's important to listen to different kinds of music, and see how music is valuable in our community.

We encourage children to participate in a variety of musical experiences, through which we aim to increase the confidence of all the children. Our teaching focuses on developing the children's ability to understand rhythm and to follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach children to listen to and appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different narratives and emotions. We also teach technical vocabulary such as pitch, duration, dynamics, tempo, timbre, texture and structure; we encourage children to discuss music using these terms. Children are actively encouraged and given the opportunity to learn to play a musical instrument, from percussion instruments in the classroom, to group iRock sessions and to individual woodwind, string and brass lessons with the visiting peripatetic staff. Musical opportunities throughout the school include: daily small group music activities in the EYFS organised by the class teachers; weekly class music lessons in KS1 following the Charanga scheme of learning; weekly class music lessons for KS2 following the Charanga scheme of learning; weekly singing assemblies for KS1 and KS2; school choir (after school) for UKS2, with the chance of singing either with the Young Voices or in the Royal Albert Hall Gala in April. There is an EYFS nativity and also a KS2 carol service (held at St Mary's church in Apsley) in December and a KS1 performance in the Spring, which demonstrates why bees are so important in our lives.

Implementation:

In the EYFS, the staff offer continuous provision, which is cross-curricular, incorporating experimenting with making and listening to high/low sounds, long/short sounds, sounds and silence, steady beats, vocal/body/environmental sounds, one/many sounds and beginnings/endings.

In KS1, all staff follow the National Curriculum, delivered via the Charanga scheme of learning.

-In Year 1 this incorporates recognising sounds moving from high to low/or vice versa, patterns of long and short sounds, loud and quiet sounds, fast and slow beats, describing sounds, songs with and without accompaniments and the same/different structures.

-In Year 2 this incorporates melody shapes(sliding sounds, steps and leaps), patterns of long and short sounds, appropriate use of loud and quiet, identifying fast, slow and medium beats in songs/music, how sounds are made - grouping, different layers/textures and beginnings/middles/ends. In KS1 children will listen to a lot of recorded music, exploring different instruments from an orchestra and will begin to learn the names of these instruments as well as what musical family they are from.

In KS2, Belwains follows the National Curriculum, delivered via the Charanga scheme of learning.



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-In Year 3 the Autumn focus is Writing Music down & Christmas carols; the Spring focus exploring composing and different musical genres; the Summer focus is improvising and performing. Year 3 incorporates steps/leaps (pitch notation C – G), strong and weak beats, crescendo and diminuendo signs, changing beats, orchestral families (woodwind, strings, brass, percussion), density of different textures and identifying patterns (ostinati).

-In Year 4 the Autumn focus is Musical structures and Christmas carols; the Spring focus is composing and thinking about feelings through music; the Summer focus is improvising using technology- using YuStudio. Year 4 incorporates pentatonic scales (increased pitch notation - octave), graphic notation, musical signs (eg pp, p, f, ff), tempi vocab (moderato, allegro, largo), orchestral families (woodwind, strings, brass, percussion), layers of rhythm (solo, duet, trio, harmony) and binary form (AB).

-In Year 5 the Autumn focus is melody and harmony, playing and singing in different styles and Christmas carols; the Spring focus is composing and chords as well as exploring different musical styles; the Summer term focus is improvising and performing. Year 5 incorporates major/minor scales, different metres, adding dynamics to compositions, tempi vocab (moderato, allegro, largo), different instrumental sounds (rock, jazz, non-western), note clusters and rounds (two-part singing).

-In Year 6 the Autumn focus is music technology and Christmas carols; the Spring focus is creative composition and exploring different musical styles; the Summer focus is a improvising with confidence as well as performing with the Year 6 end of year play. Year 6 incorporates major/minor scales, dotted rhythms/syncopation, accents/articulation/slurs/staccato, use of tempi for mood effects, different instrumental sounds (rock, jazz, non-western), simple chord sequences and ternary form(ABA)/rondo form (ABACAD).

Impact:

At Belswains Primary School all children are exposed to a wide range of musical experiences, although lessons are adapted for children with SEND accordingly (eg children with sensory needs may wear ear defenders if the noise of a music lesson is a barrier for their learning); consequently each and every child is given many opportunities to enjoy and participate in these experiences and to hopefully develop a life-long love for music.