



Music



Our music curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

Music is a subject in which talents can be discovered and flourish. Music develops listening, performing, vocal and practical skills as well as developing musical knowledge and helping to build social and cultural values.

We want our pupils to:

Love learning about music and how it develops creativity, self-confidence, expression, and a sense of achievement.

Achieve their full potential by learning to sing, compose and perform alone and with others both in and outside of school.

Develop **c**uriosity by exploring music across a range of historical periods, styles, genres, traditions and how music is created, produced, and communicated.

Have **f**un by learning how to play a musical instrument.

Be **i**nspired by the work of musicians and great composers from the past and present.

Have memorable **e**xperiences by performing, listening, and evaluating a wide range of music

Learn life skills by understanding how music can enrich their own lives and those of others.

Develop as individuals by providing challenge, support, and inspiration.

Music is a universal language that embodies one of the highest forms of creativity. Our curriculum aims to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

We use the Early Years Foundation Stage Framework and the national curriculum for music to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	National Curriculum	
EY	KS1	KS2
<p>Early Learning Goals (ELG)</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • 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 • Use voices expressively focusing on the inter-related Dimensions of music. 	<ul style="list-style-type: none"> • 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.

Layfield enables children to access a creative, well-rounded, enjoyable, challenging, and progressive music curriculum, which provides learning in all areas of music. We use Charanga and GoMusic as our main resources for teaching music. Charanga is an interactive programme which follows the National Curriculum for music and builds on key skills and knowledge. It is engaging for all ages across school and makes learning fun. As the children progress through the year groups, they acquire new knowledge and skills and build on these, each year experiencing a higher

level of challenge. There are opportunities to develop both practically and theoretically and build strong relationships through paired/group and class work. Children learn to reflect, question, and review different aspects of music whilst learning to compose and perform.

Reception to Year 6 also receive specialist music teaching from GoMusic (Trust-wide music provision) and Tees Valley Music Service (TVMS) throughout the year. Specialist teachers cover key skills and learning objectives from our curriculum plan.

EY

Songs, rhymes, mirroring actions, creating, and experimenting with sounds is a daily occurrence within our EY. The children build up a repertoire of songs and dances. We use the Birth to Five statements as guidance. Reception receive GoMusic lessons for rhythm and pulse and 'Snappy Music' from Tees Valley Music Service.

KS1

The children begin to learn how to play the recorder and boom whacker and read simple pieces of rhythmic notation. Children in Year 2 also have 'Snappy Music' lessons with Tees Valley Music Service

KS2

Children have further recorder skills sessions and continue to build on challenge into KS2. Lower KS2 children are introduced to beginner glockenspiel skills as their notation skills develop. Upper KS2 children develop keyboard skills. KS2 develop their composition, musical appraisal, reflection, and performance skills throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	My Stories Nursery rhymes and action songs	Me & Christmas Singing Singing with backing music and adding actions	GoMusic Rhythm and Pulse	Everyone Instruments and their sounds, tapping simple rhythms	Our World Improvisation Playing instruments TVMS 'Snappy Music'	Big Bear Funk Sharing and performing
Year 1	Hey You! Pulse, rhythm, and pitch	Rhythm in the Way we Walk and Rap Christmas Singing Singing in groups	In the Groove Listening and comparing	Round and Round Tuned and untuned instruments, listening and appraising	Your Imagination Composition of simple melodies	GoMusic Understanding Different Instruments
Year 2	Jack and The Beanstalk Singing, listening & appraising	Ho, Ho, Ho Christmas Singing Loud and soft voices	I Wanna Play in a Band	Introduction to Boomwhackers	Recorder skills 1 TVMS 'Snappy Music'	GoMusic Rhythm, pulse, pitch, and tempo

			Instrument families/ listening and comparing music			
Year 3	GoMusic Composition	Recorder skills 2 & Christmas Singing	Three Little Birds Listening and appreciation, tuned/ untuned instruments	Reflect, Rewind and Replay Comparing and contrasting music	Boomwhackers stage 2	The Dragon Song Elements of music
Year 4	Songs from around the world Listening/ appreciation	Mamma Mia & Christmas Singing Maintain a part within an ensemble	Glockenspiel stage 1	Exploring famous composers Listening, appreciation & understanding	GoMusic Creating & extending rhythmic patterns using a range of percussion & tuned instruments.	Recorders 3
Year 5	Glockenspiel 2 Performing	Space Inspired Music and lyrics Christmas Singing Listening and appreciation Singing	Classroom Jazz Composing, performing Listening and appreciation	Make You Feel My Love Musical elements- pitch, tempo, rhythm, melody and dynamics	GoMusic Songwriting & composing	Reflect, Rewind & Replay Singing Performing and composing
Year 6	Beginner Keyboard skills Notation	Classroom Jazz 2 Christmas Singing Layering sounds, singing in tune & how music conveys emotion	GoMusic Listening to popular music and composing	Happy Listening and appreciation History of music		Music and Me End of year performance Play and perform in solo and ensemble contexts

In addition to the National Curriculum, we place importance on giving children other musical opportunities in and out of school:

Peripatetic lessons

Children at Layfield are offered opportunities to play a wide range of instruments, for example the drums, keyboard, guitar, violin, flute, and clarinet.

Conyers Big Band & Big Sing

Our musically highly able and talented can participate in afterschool clubs alongside other local primary school children.

Performance Opportunities

We value giving Layfield children the opportunity to go out into the community and showcase their musical talents:

- KS2 children sing Christmas carols for our local care home residents
- Choir singing at Tesco and our local community centre

- Participating in the lighting of the Christmas tree in Yarm and the summer Yarm Gala
- Performance opportunities at Princess Alexandra Theatre alongside local primary schools
- Children in EY and KS1 performing at Christmas to parents
- KS2 children hold a traditional carol service in our local church
- We have visiting bands and choirs to school
- We regularly take EY, KS1 & KS2 children to watch performances at local theatres
- Year 6 performing at the end of year leavers' assembly for school and parents

Skills and Knowledge Progress Grid

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY Nursery	Through the Continuous Provision & Nativity Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing		Through the Continuous Provision Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., <i>loud/quiet, fast/slow</i> Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Explores and learns how sounds and movements can be changed		Through the Continuous Provision Sings to self and makes up simple songs Involves beginning to describe sounds and music imaginatively, e.g. 'This is <i>scary music</i> ' Creates rhythmic sounds and movements	
EY Reception	Listening and responding to different styles of music Sings familiar songs, e.g., songs, songs from TV programmes, nursery rhymes, pop, songs from home and action songs	Sing along with a pre-recorded song and add actions. Responds imaginatively to music e.g. <i>this music sounds like dinosaurs</i> Sing along with the backing music	Instruments and their sounds. Tapping out simple rhythms Develops an understanding of how to create and use sounds intentionally Exploring how sounds can be changed To move with the pulse of the music.		Improvising leading to playing classroom instrument Makes music in a range of ways, e.g. plays with sounds creatively, Share and perform the learning	Playing instruments within the song Improvisation using voices and instrument Creates rhythmic sounds and movements Share and perform the learning
Year 1	Inter-related Dimensions of Music/ Listening and Comparing How pulse, rhythm and pitch work together. Copying and clapping rhythms Pitch- high and low sounds Singing Singing in groups using voices expressively focusing on volume		Listening and comparing music genres Listening to a variety of music to compare the similarities and differences. Blues, Baroque, Latin, Irish Folk, Funk. Tuned and untuned instruments Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader Composition Sing, play, improvise and compose		Tuned Instruments- using one or two notes Composition - a simple melody using simple rhythms choosing from the notes C + D or C, D + E.	
Year 2	Singing Use voices expressively focusing on loud, soft voice and singing simple repeated phrases. Learn to start and stop singing when following a leader. Inter-related Dimensions of Music/ Listening and Comparing Singing Tempo, finding the pulse in a piece of music		Listening and comparing music Instruments Families/ Orchestra/ Bands etc.	Untuned Instruments Introduction to Boomwhackers- simple Follow a simple piece of rhythmic notation.	Tuned Instruments Play a simple tune using a recorder How to hold, how to make a sound, notes B, A, Follow a piece of written rhythmic notation	Inter-related Dimensions of Music/ Listening and Comparing Rhythm, Pulse, Notation Composition To keep pulse etc
Year 3	Composition using standard and invented symbols to represent sounds	Tuned Instruments – Recorder skills 2- revision of B, A Introduction of G, C and playing short pieces of music Singing- singing songs solo and in groups	Listening and Appreciation A variety of music. Musical performance singing and using their tuned/ untuned musical skills	Appreciation and understanding Comparing and contrasting music from different periods in history.	Tuned Instrument & Notation Boom Whackers stage 2	Inter-related Dimensions of Music Using relevant musical vocabulary- pitch, rhythm, pulse, temp when talking about the elements of music

Year 4	Listening Describing how music makes them feel. Recalling songs with increasing aural memory. Singing- Maintain a simple part within an ensemble. Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).		Performing Develop basic skills of a musical instrument over a sustained learning period. Play and perform melodies following notation using a small range (e.g., Middle C-G/do-so) as a whole-class or in small groups. Some from memory.	Listening, Appreciation and understanding Music from different cultures, composers, and traditions. Describe and evaluate different types of music.	Inter-related Dimensions of Music Creating and extending rhythmic patterns using a range of percussion and tuned instruments Composing Shape composition considering dynamics, timbre, and tempo.	Tuned instruments & Notation Recorder – Recorder skills 3- revision of B, A, G, C, and introduction of E, D, G,
Year 5	Performing Perform from simple notation on tuned/untuned instruments. Maintain part in a performance Listening and appreciation Appreciate and understand high quality music. Recognise and describe music and instruments from different periods in history. Space inspired music & work from famous composers		Listening and Appreciation – how musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create effects. Performing and composing Create simple melodies using up to five different notes. Improvise using instruments in the context of a song to be performed		Composing Song writing & performing for other with instruments Improvise and notate musical phrases to develop compositions. Create simple rhythmic patterns and melodies. Performing and composing- maintain a part in a performance with confidence, accuracy and an awareness of what others are playing Listening and appreciation- classical music Singing -Singing in rounds and using a harmony	
Year 6	Notation & Performing Introduction to keyboards Use keyboards to gain a better understanding of the notation. Build on all previous skills from Reception- Year 6.	Singing Identifying how sounds can be combined and used expressively, layering sounds, and singing in tune with other performers. Listening and Appreciation Describe how music can be used to create effects and convey emotion.	Listening and Appreciation – Pop/modern, Motown, Jazz, Latin, Blues, Gospel and Blues. Composition – Conyers- based on a theme or special event. Notation-Use conventional and unconventional notation when composing. Create complex rhythmic patterns using a variety of instruments with an awareness of timbre and duration		Listening and Appreciation – Listen and comment on the work of musicians and composers, indicating own preferences. History of Music – Explain the influence of historical events on music	Performing Play and perform in solo and ensemble contexts- end of school performance Take the lead in performances and provide suggestions to others.

The Music Curriculum and wider opportunities at Layfield, ensure all children build the skills, knowledge and understanding to experience, create and enjoy music and performing. Using the selected projects, children are inspired and their curiosity and creativity stimulated.

Children leave Layfield prepared for the next stage of their education and with life long skills.