



Purpose of Study [from National Curriculum]:

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should 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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Whitecote Curriculum Intent Statement:

Children at Whitecote will use the universal language of music to engage and inspire pupils to listen to, review, evaluate, create and perform music across a range of historical periods, genres, styles, traditions and geographical regions. This will be supplemented by their increasing knowledge of the works and styles of great composers and musicians. Pupils will develop their own musical talent to support their self-confidence, creativity and sense of achievement, while understanding the positive impact that music can have on our wellbeing. All children in KS2 will learn an instrument.

Aims [from National Curriculum]:

- 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.

Subject Core Concepts

The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:

- **Melody/Tune:** A succession of single notes combined with rhythm to make a tune.
- **Duration:** The lengths of sounds and silences in music, including aspects of beat, rhythm, pulse, metre and rests.
- **Dynamics:** A musical dimension indicating how loudly or quietly the music is being played.
- **Tempo:** A musical dimension that describes how fast or slowly the music is played.
- **Timbre:** Describes the quality and character of the sound of the instruments used.
- **Texture:** Describes the layers of sound in music.
- **Structure/Form:** How the sections (verses and chorus) of a song are ordered to make the whole piece.

Suggested Cognitive Strategies

The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge. These will be modelled during CPD:

- **Repeat, repeat, repeat** the basic skills of music until mastered
- **Dual Code** elements of music to support skill and knowledge acquisition



Music Intent and Coverage LTP

Subject Core Concepts	Suggested Cognitive Strategies
<ul style="list-style-type: none"> • Notation: The ways in which music is visually represented. 	

	National Curriculum	
EYFS	<p><u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> •
Key Stage 1	<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 • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> •
Key Stage 2	<p>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.</p> <p>Pupils should be taught to:</p> <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. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> • The basic notes of a keyboard and guitar, including the # (major) and b (flat) keys.



Music Intent and Coverage LTP

Topic Coverage per Year Group						
Year Group	Autumn		Spring		Summer	
Nursery	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Phonics Phase 1 Aspect 1 – Environmental Sounds Aspect 2 - Instrumental sounds	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Phonics Phase 1 Aspect 3 – Body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Phonics Phase 1 Aspect 1 – Environmental Sounds Aspect 2 – Instrumental sounds Aspect 3 – Body percussion	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Phonics Phase 1 Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Aspect 5 – Alliteration Aspect 7 – Oral blending and segmenting	Rhyme Time Moving to music - Wake & Shake Creating sounds Making loud and soft sounds/ fast and slow Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting
Reception	Me!	Christmas Performance	My Stories	Everyone	Our World	Music ICT
1	Hey You! – Aural and Vocal Tuning	Christmas Performance	In the Groove Rhythm in the Way We Walk – Rhythm and Timing		Music ICT Round and Round – Aural and Vocal Tuning	
2	Hands, Feet, Heart	Christmas Performance	Music through ICT I Wanna Play In A Band		Zootime The Friendship Song	
3	Let Your Spirit Fly Three Little Birds Music ICT		The Dragon Song		Bring Us All Together	
4	Mamma Mia Stop!		Latin Music Music ICT		Lean On Me Blackbird	
5	Livin’ on a Prayer		Make You Feel My Love		Holst Planets	



Music Intent and Coverage LTP

Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
	Jazz 1	The Fresh Prince of Bel Air	Space Music
6	Happy	A New Year Carol	Music ICT
	Jazz 2	You've Got A Friend	Musical History

Pedagogical Sequence of Learning: Performing Music		
#	Phase	Explanation
1	Process:	Discuss what it takes to be a musician. <i>What skills might we need? How can we learn an instrument?</i> (Identify skills and concepts from the pedagogical sequence). Make a plan as to how we will learn and assess learning at specific review points [metacognition].
2	Learn:	Look at relevant musical concepts and understand what they mean.
3	Listen:	Listen to different music focusing on the key concepts to support understanding.
4	Rehearse and Repeat:	Practice the basic skills, repeating until achieving mastery at them. Consider different ways to represent these skills.
5	Research:	Research a range of music by different composers and musicians, linking this to a study of different historical periods, genres, styles, traditions and the geographical regions from where they came.
6	Review:	Review a range of music by different composers and musicians to supplement understanding of the music being taught.
7	Compose:	Create music from different historical periods, genres, styles, traditions and geographical regions in different ways, using instruments and technology. Use notation to represent this.
8	Perform:	Perform the composed music to a group of people, combining all previously learnt skills.



Music Intent and Coverage LTP

Tier 2 Vocabulary

Children need to know, understand and use the relevant vocabulary for their age group by the end of the year and will be provided with opportunity throughout the year. This list is cumulative and should be revisited and built upon each year.

Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	

Useful Websites

-