

# Music at Launde

‘Music is the universal language of mankind’ - Henry Wadsworth Longfellow

## Intent

At Launde Primary School the children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music in the wider community and for their wellbeing.

Aims:

- To have the opportunity to perform, listen to, review and evaluate music
- To practise their own singing as part of their class and as an individual
- To have the opportunity to create and compose music
- To understand and explore how music is created, produced and communicated
- To gain an understanding of the cultural references within music
- Every child to learn to play an instrument (Ukulele Year 4 and Recorder Year 3)
- To learn to play another instrument of their choice through paid lessons (violin, piano, guitar, clarinet and cello)
- To ensure that songs and singing lie at the heart of the learning process
- To sing in a choir and in a range of different performances and class assemblies (Year 5 & 6 Young Voices, Year 3 Diosing)



Our music curriculum at Launde is delivered following the ‘English Model Music Curriculum from Charanga scheme’ of work which offers a topic-based approach to support children’s learning in music. We follow the steady progression plan which is built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of our scheme of work, we can ensure that we are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

## Implementation

Lessons are delivered weekly by the class teacher. In addition to the music lessons using the Charanga scheme, we also have strong links with ‘Leicestershire Music Hub’ which provide us with weekly ukulele lessons for our Year 4 pupils and peripatetic lessons for individual pupils within Key Stage 2. These additional lessons include violin, piano, guitar, clarinet and cello. Within Year 3, the pupils also have the opportunity to work with Leicestershire Diosing who provide a musical singing tutor who works with each class on a termly

block. These children also have the opportunity to learn how to play their first tuned instrument. The children follow a termly programme of recorders where they have their first introduction into playing music with a tuned instrument.

These are the four areas that we teach within the music curriculum:

Singing

Listening

Composing

Performing



Singing – Children given the opportunity to sing a wide variety of songs from different cultures and genres. Children are taught singing technique to warm up their voices, control their breathing and maintain good posture for their singing. Children will have the opportunity to practise their singing skills and focus on being able to read music.

Listening– Children listen to pieces of music from a wide range of cultures and traditions. The children will respond musically to what has been heard. The children will have an opportunity to discuss why a song was written and how it connects to its social and cultural context.

Composing – Children create melodies, rhythms and short pieces of music through the use of graphic scores, rhythm grids and traditional musical scores.

Performing – Children have many opportunities for performance during their class lessons, assemblies, concerts and end of year special concert. An environment where pupils can constructively express their thoughts on performances.

### Impact

When the children leave Launde they will have:

- Experience of listening to a variety of genre of music and thinking about how it made them feel
- The opportunity to compose music and enjoy playing music with others
- To learn the value of music in their own development and well-being
- To understand how music can bring joy to others
- To perform music with confidence to an audience
- To recognise music vocabulary and apply this when talking about the music that they are listening to



**Music Progression of Skills**

Model Music Curriculum Key Areas	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Singing</b>  <b>KS1 – Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p><b>KS2 – Play and perform in solo and ensemble contexts, using their voices with increasing control and expression</b></p>	<p>-Sing a few familiar songs.</p> <p>-Create sounds in vocal sound games.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Sing the pitch of a tone sung by another person (pitch match).</p> <p>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Sing with an awareness of pulse and rhythm.</p> <p>-Sing simple songs from memory with increasing accuracy of pitch.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Sing with increasing expression.</p> <p>-Sing with an awareness of other performers.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Sing with an awareness of breathing and diction.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>DioSing! – record song for the radio</b></li> <li>- <b>Old People’s Home performance</b></li> </ul>	<p>-Understand how mouth shapes can affect voice sounds.</p> <p>-Sing with an awareness of dynamics, phrasing and pitch control.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Sing with increasing control of breathing, posture and sound projection.</p> <p>-Sing songs in tune with expression and rehearse with others.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>Young Voices</b></li> </ul>	<p>-Sing a round in two parts and identify melodic phrases and how they fit together.</p> <p>-Select and make use of expressive elements such as tempo, dynamics &amp; timbre.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>Leaver’s Concert</b></li> <li>- <b>Carol Service</b></li> <li>- <b>Young Voices</b></li> </ul>
<p><b>Listening</b>  <b>KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <p><b>KS2 – Listen with attention</b></p>	<p>-Identify and match an instrumental sound, for example, hearing a shaker and indicating that they understand it is a shaker.</p> <p>Think abstractly about music and expressing this physically or verbally e.g. “This music sounds like dinosaurs.”</p>	<p>-Explore different sound sources and organise them in different ways.</p> <p>-Explore ways in which sounds can be combined and used in response to a stimuli.</p> <p>-Identify and name classroom instruments.</p>	<p>-Analyse and comment on how sounds are used to create different moods.</p> <p>-Explore a range of musical genres and compare and contrast the ways sounds are used.</p>	<p>-Explain the features and processes of a range of musical genre and styles.</p> <p>-Explain the cultural and historical contexts of a range of musical genre and styles.</p>			

<p>to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Distinguish and describe changes in music and comparing pieces of music e.g. "This music started fast and then became slow." "This music had lots of instruments, but this music only had voices."</p>						
<p><b>Composing</b></p> <p><b>KS1 – Experiment with, create and select and combine sounds using the inter-related dimensions of music</b></p> <p><b>KS2 – Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p>	<p>-Represent sounds using symbols and pictures.</p> <p>- <b>Compositions performed within class</b></p>	<p>-Choose and order sounds within simple structures (beginning, middle and end.)</p> <p>-Represent changing sounds and musical direction with symbols to create a simple score (high/low, fast/slow.)</p> <p>-Choose sounds and instruments carefully and make improvements to their own and other's work.</p> <p>- <b>Compositions performed within class</b></p>	<p>-Improvise repeated patterns and create layers of sound.</p> <p>-Recognise how music elements are combined and used expressively.</p> <p>-Talk about the impact of changes made to improve work.</p> <p>- <b>Compositions performed within class</b></p>	<p>-Improve melodic and rhythmic phrases as part of a group performance.</p> <p>-Create an accompaniment to a known song.</p> <p>-Use musical notation to create a simple score.</p> <p><b>Compositions performed within class</b></p>	<p>-Improvise simple tunes based on the pentatonic scale.</p> <p>-Use harmonic and non-harmonic devices to develop musical ideas and effects.</p> <p>-Compare, improve and perform a range of melodies and songs combining different parts.</p> <p>- <b>Compositions performed within class</b></p> <p>- <b>Creating own instruments in Sound topic, composing and performing</b></p>	<p>-Improve their work through analysis, evaluation and comparison.</p> <p>-Compare, improve and perform a range of melodies and songs combining different parts.</p> <p>- <b>Compositions performed within class</b></p> <p>- <b>Shakespeare raps on Garageband</b></p>	<p>-Compose a short song to own lyrics based on everyday phrases.</p> <p>-Explore select and combine a range of different sounds to compose a soundscape.</p> <p>-Compare, improve and perform a range of songs from different cultures.</p> <p>- <b>Compositions performed within class</b></p> <p>- <b>Creating sound effects</b></p>

<p><b>Performing</b></p> <p><b>KS1 – Play tuned and untuned instruments musically</b></p> <p><b>KS2 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>	<p>-Repeat and copy short rhythmic and melodic patterns.</p> <p>- Play instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Show control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p>Keep a steady beat whilst playing instruments: his or her own steady beat in his or her creative music making.</p> <p>Tap rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> <p>Play along to the beat of the song they are singing or music being listened to.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Perform simple accompaniments keeping to a steady pulse.</p> <p>-Handle and play instruments with control.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Perform with control and awareness of what others are playing.</p> <p>-Change sounds to reflect different stimuli.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> </ul>	<p>-Maintain a simple part within an ensemble or choral group.</p> <p>-Perform in different ways, exploring the way the performers are a musical resource.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>DioSing! – record song for the radio</b></li> <li>- <b>Old People’s Home performance</b></li> </ul>	<p>-Maintain an increasingly complex part in an ensemble or choral group.</p> <p>-Play accompaniments with control and accuracy.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>Guitar Performance</b></li> <li>- <b>Creating own instruments in Sound topic, composing and performing</b></li> </ul>	<p>-Maintain a complex part in a large ensemble or a choral group with multiple parts.</p> <p>-Create different effects using combinations of pitched sounds.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>Young Voices</b></li> </ul>	<p>-Present performances effectively with awareness of audience, venue and occasion.</p> <p>-Perform using notation as a support.</p> <ul style="list-style-type: none"> <li>- <b>Class Assembly</b></li> <li>- <b>Christmas Concert</b></li> <li>- <b>Christmas Tree Singing</b></li> <li>- <b>Religious Assembly</b></li> <li>- <b>Launde’s Got Talent</b></li> <li>- <b>Leaver’s Concert</b></li> <li>- <b>Carol Service</b></li> <li>- <b>Young Voices</b></li> </ul>
<p><b>Vocabulary</b></p>	<p><i>melodies</i> <i>high / low</i> <i>long / short</i> <i>loud / soft</i> <i>fast / slow</i></p>	<p><i>beginning</i> <i>middle</i> <i>end</i> <i>call and response</i> <i>marching songs</i></p>	<p><i>pitch</i> <i>duration</i> <i>dynamics</i> <i>tempo</i> <i>cyclical pattern/round</i></p>	<p><i>melody</i> <i>rhythms</i> <i>ostinato</i> <i>duration</i> <i>dynamic</i></p>	<p><i>chords</i> <i>structure</i> <i>pentatonic scale</i> <i>crescendo</i> <i>unison / harmony</i></p>	<p><i>accents</i> <i>hooks</i> <i>riffs</i> <i>ballads</i> <i>groove</i></p>	<p><i>harmonic</i> <i>non-harmonic</i> <i>concerto</i> <i>overture</i> <i>repeating</i></p>

<b>Curriculum Links</b>	-Festivals – music from different cultures and traditional tales  -Seasons – linked to Winter and Spring  -Science/DT – creating their own instrument	-Songs linked to phonics  -Counting songs in maths  -Hay-u with instruments. A range of instruments at the end of a unit	-Geography – Jamaica’s culture including music		-Science – Sound topic – creating their own instrument	-Literacy – using Garage band with Shakespeare topic	-Creating sound effects in literacy/science  -Radio broadcast linked to ICT and literacy
-------------------------	---	--	--	--	--	--	--

**Overview of Music in each year group**

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Me!  <a href="#">Charanga Original Scheme Unit 1</a>	My Stories  <a href="#">Charanga Original Scheme Unit 2</a>	Everyone!  <a href="#">Charanga Original Scheme Unit 3</a>	Our World  <a href="#">Charanga Original Scheme Unit 4</a>	Big Bear Funk  <a href="#">Charanga Original Scheme Unit 5</a>	Reflect, Rewind and Replay  <a href="#">Charanga Original Scheme Unit 6</a>
Year 1	My Musical Heartbeat  <a href="#">Charanga Unit 1</a>	Dance, Sing and Play!  <a href="#">Charanga Unit 2</a>	Exploring Sounds  <a href="#">Charanga Unit 3</a>	Learning to Listen  <a href="#">Charanga Unit 4</a>	Having Fun with Improvisation  <a href="#">Charanga Unit 5</a>	Let’s Perform Together  <a href="#">Charanga Unit 6</a>
Year 2	Pulse, Rhythm and Pitch  <a href="#">Charanga Unit 1</a>	Playing in an Orchestra  <a href="#">Charanga Unit 2</a>	Inventing a Musical Story  <a href="#">Charanga Unit 3</a>	Recognising Different Sounds  <a href="#">Charanga Unit 4</a>	Exploring Improvisation  <a href="#">Charanga Unit 5</a>	Our Big Concert  <a href="#">Charanga Unit 6</a>
Year 3  Music topics on rotation	Recorders  <a href="#">Red Hot recorders</a> <a href="#">Twinkl resources</a>	Recorders  <a href="#">Red Hot recorders</a> <a href="#">Twinkl resources</a>	Rhythm and Pulse Developing notation skills  <a href="#">Charanga Year 3 v1 Units 1 and 2</a> <a href="#">Oak academy resources</a> <a href="#">BBC 12 pieces resources</a>	Rhythm and Pulse Developing notation skills  <a href="#">Charanga Year 3 v1 Unit 1 and 2</a> <a href="#">Oak academy resources</a> <a href="#">BBC 12 pieces resources</a>	Diosing  <a href="#">Leicester C of E Music</a>	Diosing  <a href="#">Leicester C of E Music</a>
Year 4	Ukuleles  <a href="#">Leicestershire Music Hub</a>	Ukuleles  <a href="#">Leicestershire Music Hub</a>	Ukuleles  <a href="#">Leicestershire Music Hub</a>	Ukuleles  <a href="#">Leicestershire Music Hub</a>	Ukuleles  <a href="#">Leicestershire Music Hub</a>	Ukuleles  <a href="#">Leicestershire Music Hub</a>
Year 5	Melody and Harmony in Music  <a href="#">Charanga Unit 1</a>	Sing and Play in Different Styles  <a href="#">Charanga Unit 2</a>	Composing and Chords  <a href="#">Charanga Unit 3</a>	Enjoying Musical Styles  <a href="#">Charanga Unit 4</a>	Freedom to Improvise  <a href="#">Charanga Unit 5</a>	Battle of the Bands!  <a href="#">Charanga Unit 6</a>
Year 6	Music and Technology  <a href="#">Charanga Unit 1</a>	Developing Ensemble Skills  <a href="#">Charanga Unit 2</a>	Creative Composition  <a href="#">Charanga Unit 3</a>	Musical Styles Connect Us  <a href="#">Charanga Unit 4</a>	Improvising with Confidence  <a href="#">Charanga Unit 5</a>	Farewell  <a href="#">Charanga Unit 6</a>