



love the journey

Curriculum Implementation 2024-25

Primary

LCA Strand	Expressive Arts
Subject	Music

What are the key concepts taught?	<p>All units relate to the concepts and skills of Performing, Composing and Listening through:</p> <ul style="list-style-type: none">• Singing techniques (multiple languages)• Ukulele skills• Keyboard skills• Notation (graphic and stave-based)• Musical elements• Composing rhythms and melodies• Ensemble skills and collaboration as a group.• Appraising music
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What is the sequencing of units?	<p>EYFS</p> <ul style="list-style-type: none">• Unit 1 - Musicianship – Harvest/Autumn• Unit 2 - Musicianship – Pulse and singing – Winter• Unit 3 - Musicianship – High and Low/Loud and Soft• Unit 4 - Musicianship – Pitch, Pattern, Loud/Soft• Unit 5 - Musicianship – Stories and sounds <p>Chapter 1</p> <ul style="list-style-type: none">• Unit 1 - Pulse through Play• Unit 2 - Musicianship – Christmas• Unit 3 - Carnival of the Animals• Unit 4 - Graphic Score• Unit 5 - Forest School Composing• Unit 6 - Latin Music and Body Percussion <p>Chapter 2</p> <ul style="list-style-type: none">• Unit 1 - Round and Round – ostinato• Unit 2 - Musicianship – Christmas (including choir)• Unit 3 - Dots and Sticks - notating pulse and patterns• Unit 4 - Calypsos – steel pans and pitch – reading rhythm extended• Unit 5 - Saved by the Bell – Music Technology
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	<ul style="list-style-type: none"> • Unit 6 - Leavers' Performance – Stories and Songs! <p>Chapter 3</p> <ul style="list-style-type: none"> • Unit 1 - How does music make you feel? Rhythm Has Your Two Hips Moving. • Unit 2 - Christmas performance • Unit 3 - The Science of Sound – including rhythmic notation • Unit 4 - Can you hear the paint pallet? Graphic score • Unit 5 - Lightening Bolts – Sound Effects and Sampling <p>Chapter 4</p> <ul style="list-style-type: none"> • Unit 1 - Poems and Percussion • Unit 2 - Christmas and vocal techniques • Unit 3 - The Instruments of the Orchestra • Unit 4 - African Drumming – Rhythm STILL has your two hips moving • Unit 5 - All Strummed Out (Ukulele) • Unit 6 - I just can't wait to be King (musical theatre) <p>Chapter 5</p> <ul style="list-style-type: none"> • Unit 1 - The Elements of Music • Unit 2 - Christmas Performance • Unit 3 - It's all a bit up and down! Including keyboard Skills • Unit 4 - Keyboard Skills • Unit 5 - High 5! Pentatonic Music • Unit 6 - It's SOOOO Clichè <p>Chapter 6</p> <ul style="list-style-type: none"> • Unit 1 - Songs in minor keys! • Unit 2 - Christmas Performance • Unit 3 - The Blues • Unit 4 - Music and the Media – KS3 transition unit – Godwyn House
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Skills in performing, composing and listening are taught throughout primary with opportunities for each skill to develop throughout EYFS – 6. Each unit of work provides an opportunity for pupils to continuously develop and explore new skills in all three areas often interdimensional.</p> <p>The music is built around the Kodaly methodology.</p> <p>In EYFS and KS1 where children are taught to feel the pulse, refine and copy, and then show independence.</p> <p>They then create rhythm and begin basic notation, which in turn is developed throughout KS2 to composition in numerous styles. In Chapter 5 pitch recognition is explored allowing pupils to read and interpret melodic lines.</p>
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	<p>Pupils make connections between graphic scores, staff notation and tabs as methods of reading notation.</p> <p>Songs in minor keys (chapter 6) explore tonality (musical elements in chapter 5).</p> <p>Singing is embedded throughout the curriculum. At Liverpool College pupils develop into confident and competent singers and understand the difference between chest and head voices. They can do this with direction in LKS2 and independently in UKS2.</p> <p>Keyboard skills and ukulele skills are re-visited throughout UKS2 with the aim that pupils make progress from their entry-level.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Adapted tasks for skill-based instrumental tasks e.g. 4 and 5-chord songs outside of the curriculum set.</p> <p>Keyboard skills are assessed through entry – with additional tasks for more able musicians.</p> <p>A quiet zone allows children with sensory sensitivity to access the music curriculum in a quiet space, using puzzles and games to develop notation and melodic skills (glockenspiel instead of keyboard).</p> <p>Scaffolding of taught concepts/practical skills.</p> <p>Equipment is made available for pupils to practice skills at break times should they wish to develop their skills away from lesson time.</p> <p>PP fund is made available to provide instrumental lessons for pupils who would wish to take them – lessons are open to all pupils in the primary phase.</p> <p>Additional performing opportunities both in and out of school for all.</p> <p>Fully inclusive annual school musical.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>‘Do it now’ activities at the start of each lesson provide an opportunity for pupils to retrieve knowledge previously taught. ROG (red, orange and green) to appraise music is KS2-wide and routine to all children at the start of each lesson. Subject/unit-specific terminology is listed in knowledge logs at the start of each unit and is re-visited as pupils progress through each unit.</p> <p>Listening retrieval and increasing justifications through musical vocabulary.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • Reading of lyrics • Musical symbols • Staff notation • Key vocabulary • Phonetic sounds from our school song • Informative comprehension
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Correct spelling of subject-specific terminology and vocabulary is taught at relevant points. Reading in multiple languages, repetition and recall of musical vocabulary.</p> <p>Numeracy: Note values, metre and time play an important part in pupils' understanding of musical numeracy and is practised through composition and performance.</p> <p>Oracy: Pupils are encouraged to discuss the music they listen to, using a greater amount of appraising language. The ROG tasks in KS2 and units such as painting what we hear in KS1 allow pupils to discuss and express emotion through art and speech. Singing throughout EYFS, KS1 and KS2 in a wide variety of settings develops confidence and appreciation in all children in the Primary Phase.</p> <p>SMSC: Links made to culture in music in all years at calendar-specific times, including Founders' Day, Christmas, Harvest, Prize Giving and Easter.</p> <p>The Blues in Chapter 6 addresses issues of Slave Trade and colonisation.</p> <p>African Drumming explores tribal communication tools and geography.</p> <p>Children are always encouraged to make connections between music and emotional health.</p> <p>The ROG listening activities allow children to explore all musical genres and periods of composition and gain contextual and time and place understanding.</p>
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