

St Luke's C of E primary school

Music scheme of work

Opening eyes, hearts and minds.

### What we want our children to gain from Music

- To exercise all parts of the brain by listening, playing, reading, composing and creating music.
- An enjoyment and appreciation of a wide range of live and recorded music
- The ability to express personal thoughts and feelings
- The opportunity to become confident performers, both individually and as part of a group
- To appreciate and understand music of different genres, traditions and styles
- To know and use a rich vocabulary when exploring music
- To develop a sense of achievement
- The ability to appraise and to take constructive criticism
- The ability to express and reflect on their own thoughts and feelings
- An appreciation of different kinds of music
- An understanding of how music is linked to other art forms
- Improved memory and problem solving skills
- Engagement and inspiration and a love of music
- To 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
- To learn to sing and use their voices
- To have the opportunity to learn a musical instrument
- To use technology appropriately
- To 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.

- To use skills acquired in music throughout their learning across the curriculum

#### Examples of how music can contribute to learning across the curriculum at St Luke's

- **Communication**-through presenting music to different audiences and discussing and sharing ideas with others.
- **Application of number** through recognising pattern, sequence, order and rhythmic relationships
- **ICT**-Using a range of ICT to compose and perform music
- **Working with others** through taking different roles and recognising and supporting the different contributions of others in groups and ensemble work
- **Improving own learning and performance** through appraising their own work, recognising the need for perseverance, developing the ability to use time effectively and increasing their ability to work independently.
- **Problem solving** through achieving intentions when composing and presenting performances to different audiences.
- **Cultural development** through relating music to the time and place in which it was created and performed and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same.
- **Social development** through helping pupils to share music making, recognising the value of different contributions and recognising the need for different roles in group performances.
- **Moral development**-through helping pupils exercise responsibility in the choices and decisions they and others make as part of the creative process, valuing their own and others work.
- **Spiritual development** through developing pupils awareness of the power of music to take the listener out of the commonplace and helping pupils to express and reflect on their own thoughts and feelings.

What we want to learn about.

Key Stage 1

Statutory requirements Key Stage one

Pupils should be taught to:

- 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 and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2.

Statutory Requirements Key stage two

Pupils should be taught to sing and play music with increasing confidence and control. They should develop an understanding of musical composition organising and manipulating musical ideas within musical structures and reproducing sounds from aural memory.

They shul be taught to:

- 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 interrelated 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 use a 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

### How we want to learn.

- By linking music learning to our whole school themes
- By listening to live music sessions with professional musicians.
- By enjoying spontaneous opportunities throughout the day, such as clapping rhythms, listening to live and recorded music in collective worship, singing favourite songs together, singing the register or listening to music whilst engaged in other activities.
- By interpreting a wide range of genres, traditions and styles of music through art and dance.
- By taking part in wider opportunities music sessions.
- Asking key questions to focus on what we want to learn about

### Key question suggestions

- What does this piece of music make you think of?
- How has the composer created atmosphere in the music?
- What instruments can you hear in this piece of music?
- How is music used in films?