



Lovelace Way – Music – Louise Watts

‘At Lovelace, we believe that the central purpose of good music education is for pupils to make more music, think more musically, and consequently become more musical. We want our pupils to enjoy their music education.’

Purpose of study

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.

Intent

The national curriculum for music aims 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At Lovelace:

- ✓ Music is a foundation subject with one lesson a week (per fortnight in EYFS, although teachers also cover many aspects of the music curriculum) (30 minutes EYFS, 45 minutes KS1, 1 hour KS2) Children in KS1 and KS2 also have a 30 minute Singing Assembly every week
- ✓ Children learn key musical skills in a practical way and on a variety of different instruments
- ✓ Basic musical skills learning about rhythm, simple notation, dynamics, tempo, pitch etc are practised in every lesson
- ✓ We offer children a varied, balanced curriculum enabling complete coverage of each musical strand; listening, performing, composing
- ✓ There is a very strong emphasis on the performing strand of the National Curriculum
- ✓ All main music lessons are taught by a music specialist, although class teachers also use music during their lessons



Lovelace Way – Music – Louise Watts

Planning

- ✓ The music teacher plans on a weekly basis from the long-term plan.
- ✓ Singing is a golden thread throughout the primary curriculum and children sing frequently during lessons and during Singing Assemblies
- ✓ All lessons should include some practice of one of the elements of music (pitch, dynamics, tempo, timbre, structure)
- ✓ Notation should be taught through practical experience; playing rhythms on instruments, playing tunes on instruments – not as a purely theoretical exercise

Music Recording

We do not have any music exercise books at Lovelace. Music is a practical subject and we spend as much time as possible making music rather than writing about it. The music teacher often videos final performances of pieces that have been learnt or children's compositions. These are stored in a folder on the system, which shows the progress the children make over the course of their time at Lovelace.

Assessment:

It is important that every child experiences success in music. It is our hope that the skills children learn at Lovelace will help them develop a lifelong love of music and enable them to appreciate and take part in musical activities throughout their lives. Music is a creative subject and is approached as a practical activity rather than an academic endeavour. Therefore, most assessment is informal and ongoing. Children perform frequently within the classroom as part of the whole class, groups, and playing solos. The music teacher keeps records and brief notes on each child to track their progress. The videos that are recorded are often shown for children to be able to develop their skills of self-assessment. It is often easier for them to spot a mistake when they watch the video back. When playing solos, it is always a personal choice for the child whether they wish to perform or not. Children need to feel safe in the music room and not be afraid of making mistakes. Singing solos are introduced as early as possible through games and therefore children are generally happy to sing or play a solo.

Feedback is given verbally, sometimes by the teacher but often by the child themselves and by their peers.

The music teacher keeps written records in class folders, each kept in a labelled tray as well as using FFT Aspire to record progress towards curriculum objectives each year. As the children move up the school, their previous assessment sheets follow them which enables the music teacher to track a child's development over several years.

In Year 6, more formal assessment of music theory takes place through written quizzes and also quizzes on the Google Classroom.

Teaching in Music Lessons



Lovelace Way – Music – Louise Watts

At Lovelace, pupils have as many opportunities as possible to **listen to**, **perform**, and **compose** music, with a particular emphasis on performing skills.

- ✓ Many opportunities to learn musical instruments. In the EYFS, this is mainly through untuned percussion, but as children become older we have plenty of xylophones, chime bars, and glockenspiels to allow every child to learn tuned percussion and give them a good grounding in the keyboard lay out to prepare them for secondary school. We spend around two years learning recorders, which gives children a real practical reason to learn musical notation. All children have 10 lessons as part of the whole class on a trumpet as part of the Wider Opportunities scheme. Children are encouraged to seek out instrumental lessons if they wish to develop their skills further.
- ✓ Singing is a part of every music lesson, often as a way to learn the notes for a melody to be played on instruments. Children also sing with their classes in preparation for their class assemblies. There are also two major productions (Year 2 and Year 6) where children learn several songs. Reception and Year 1 also have a Christmas singing performance. We hold a carol service for Key Stage 2 with several musical performances both sung and played. There is a singing assembly once a week where the emphasis is on singing for enjoyment. Songs are also sung in whole school assemblies on Mondays and Fridays. There is a thriving choir in Key Stage 2 where children can further develop their singing skills and get some good performing opportunities outside the school environment.
- ✓ Notation is taught in a practical way, as part of learning a musical instrument. Rhythmic notation is often a short game slotted into a lesson as a warm-up in order to keep crotchet, quaver, and minim reading skills fresh. Children learn word rhythms for various patterns; Bee for a minim, Glow worm for two crotchets, Butterfly for two quavers and a crotchet, and Caterpillar for four quavers. As they grow older, they are able to use these patterns to compose their own rhythms and write them on whiteboards while composing in a group. Often, we play a popular song in the background while children clap / drum through the rhythm patterns in order to give a musical context and help develop a sound sense of beat. More formal lessons in reading musical notation follow in Year 3 and 4 while learning to play recorders and trumpets. This is always in relation to the practical skill of playing the instrument. In Year 5 and 6 lessons take a more theoretical approach to knowing how music works and how to read notation, use chords etc.
- ✓ In order to develop a basic understanding of music history, we have a Composer of the Month and learn about a famous composer from classical music history each month. This always includes the chance to actually play some of that composer's music, not just listening to the music and learning about their life, but also exploring their music practically. Each class in Key Stage 2 has part of one lesson a month based around the Composer of the Month. Each composer's life is put into historical context, allowing children to develop their history knowledge. The composers are chosen from the Baroque, Classical, Romantic, and Modern periods so children begin to appreciate how western classical music has developed over the last four hundred years. Music from the different musical eras and genres is played at the beginning and end of singing assembly. We also listen to music from all around the world - sometimes as part of a curricular project (for example, Gamelan music in Year 5), sometimes as a stand alone listening activity to hear music from a different region, often as music to listen to during Singing Assembly. In Year 5 and Year 6, children also gain an overview of musical history of western classical music with introductions to the Medieval & Renaissance, Baroque, Classical, Romantic, Nationalistic, Modern, and Contemporary periods. Reference is made to the Composers of the Month to help fit them into their historical context.



Lovelace Way – Music – Louise Watts

- ✓ Technology is used in lessons. YouTube is a great resource for finding examples of any genre of music. It is also wonderful to be able to show children instruments being played as well as give children something visual to focus on while they develop their aural skills. Developing listening skills takes time and being able to engage other senses simultaneously helps children to focus. Children also develop music technology skills using Incredibox, a programme where they can build up pieces of music using samples. Resources are stored on Google Classroom, which means children can practise at home, or re-listen to a piece they've enjoyed. There are several interactive quizzes created by the music teacher on the Google Classroom.
- ✓ Playing games is a very important part of music lessons at Lovelace. Many musical skills are taught through playing games, such as Snakes and Ladders to teach rhythmic notation, Twister to teach the names of different note lengths, Go Fish to learn about composers, Lego building blocks for rhythm learning etc.
- ✓ It is also important for children to enjoy high quality musical experiences. In Year 5, a trip is organised to the Royal Festival Hall to see a full symphony orchestra perform. Children learn about the instruments of the orchestra, about the music being played, and learn about concert etiquette. The choir performs annually at the Rose Theatre with Kingston Music Service. They also sing at venues in the local community such as St Paul's Church, Hook Library, and the King's Centre.

Displays and Music Room

The music room is a fantastic resource for the school. It is bright and spacious and designed to make music an exciting, vibrant subject. Musical instruments are stored around the edges of the room and are clearly labelled and easily accessible. Chairs are available for older children but it is a flexible, open space, which is particularly useful when moving to music with EYFS children, or playing instrumental games with older children. There is a strong emphasis on literacy within the music room. The music teacher has a collection of around 70 picture books with a musical theme, which can help to teach musical skills (rhythm, pitch, identifying musical instruments) or just encourage musical appreciation. Most of these books have been recorded and are on the Music Google Classroom so children can enjoy musical stories at any time. This was particularly valued by parents during the Covid lockdowns. Displays are also important, with displays on identifying musical instruments from around the world, posters of orchestral instruments, a dynamics poster, a tempo poster, a display with treble clef pitches, and a display with note length names and a reminder of the I'm a Crotchet Song, and displays related to current learning (Peter and the Wolf, Carnival of the Animals etc)

Resources

The music room is very well resourced with many untuned percussion instruments for rhythm and timbre work, as well as 16 sets of diatonic chime bars, 16 diatonic xylophones, and 22 chromatic glockenspiels. There is a set of 20 Whack a Doodle Do books, which have several simple tunes useful for



Lovelace Way – Music – Louise Watts

boomwhackers and glockenspiels. There are three complete chromatic sets of boomwhackers. There are also around 45 recorders. Instruments are kept neatly in labelled trays or on shelves.

The music teacher has many, many books to help with teaching, such as singing books, recorder books, and general books with ideas for games and songs suitable for different age groups. These are kept in clearly labelled trays. The music teacher also has several DVDs, which can be useful in teaching and help to make music fun and accessible for the children. They particularly enjoy Oscar's Orchestra, a cartoon adventure series which helps to introduce young children to instruments of the orchestra and famous classical works. There are also several books aimed directly at supply teachers, useful for a one off lesson.

Class Teachers use of Music in other curriculum subjects

Class teachers at Lovelace are encouraged to use music in other curriculum areas to support learning. Music and songs are a great way to help children learn new facts and can make a lesson more fun.

- ✓ **Topic Songs:** class teachers choose appropriate songs to sing alongside topics for history, geography, science, times tables songs etc etc. YouTube is a great source for finding songs. A&C Black also publish some wonderful songs that link with history, geography and science topics (Romans, Victorians, Tudors, Rivers etc). Each class teacher is responsible for choosing and practising their class's assembly song for their class assembly.
- ✓ **Routine Songs:** Teachers are encouraged to use singing throughout the school day – perhaps with a Hello / Goodbye song, singing the register, singing as children line up / sit down on the carpet.
- ✓ **Using Instruments in other subjects:** Class teachers often borrow a selection of instruments from the music room to use in their classrooms for a specific project. For example, Year 1 African poems, Year 2 Great Fire of London compositions, Year 5 composing jingles for an advert. Teachers should try to aim to use instruments for a composition project linking to a topic at least once a year.
- ✓ **Year Group Performances:** Class teachers rehearse songs for the Nursery sing and sign concerts, Reception Christmas songs and Mother's Day songs, Year 1 and 2 Nativity Plays, and the Year 6 end of year play. Staff often choose the songs themselves and occasionally ask the music teacher to rehearse these songs as well but the performances are run by class teachers, not the music teacher.

Special Educational Needs

Most of the time, our pupils with SEND are able to access the music curriculum on an equal footing with their peers. All children are encouraged to join in with activities in music lessons, although some may prefer to observe for a while and others need extra adult support to help them gain the confidence and control to join in. The music room is a very stimulating environment and can be overwhelming for some children. Noise cancelling headphones are available for



Lovelace Way – Music – Louise Watts

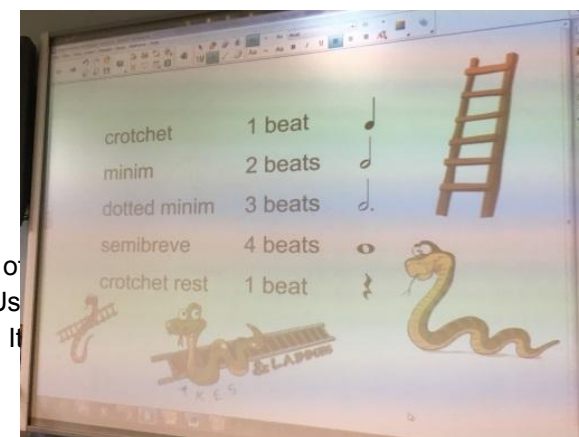
children and there is a quiet area they can access if they need to take a moment. When learning to play instruments, there are often easier parts or a more challenging part which children can choose. We emphasise the importance of having a go in music and trying, even if we are not always successful, especially when learning to play an instrument. Joining in as part of the group is a way of building confidence and no child is ever made to perform on their own if they do not wish to. An individualised approach is taken when planning lessons to help overcome any barriers to learning.

Games in Music and Ideas for Different Age Groups

There are lots of musical games to play which help to teach and consolidate musical skills. Whiteboard resources can be found in the PPA folder for Music under Supply Resources.

Years 4, 5 and 6

- **Rhythm Clapping** – the glow worm crotchets, caterpillar quavers, bee minim and butterfly quavers and crotchets are on the music stands by the sink. I move these in front of the whiteboard, count in 4 and the children clap the rhythm. Sometimes I put a pop song on youtube on in the background to help them do it while also keeping to a specific beat and tempo. I swap the order round and gradually remove the picture signs (notes only underneath) until they are clapping the 8 beat rhythm without any picture clues.



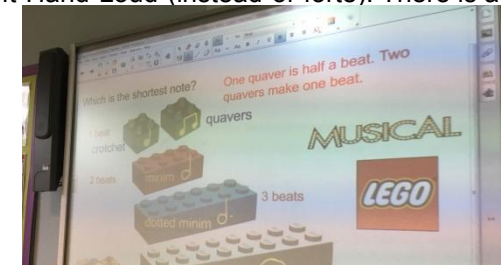


Lovellace Way – Music – Louise Watts

- **Go Fish** – This is in the drawer labelled Frozen Game (!) – several little ziplocked folders with Go Fish cards in them. There is also a laminated page of instructions in the same drawer. This is not a game we have played often, so you would probably have to do a demo version to show them how to play. It uses the different composers of the month and helps them learn their names and a few facts about them.

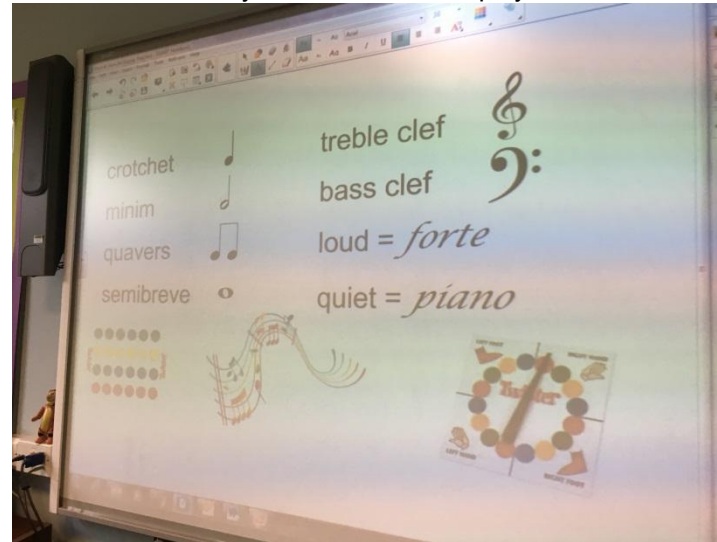


- **Composer Jigsaw Puzzles** – In the Frozen Game drawer, lots of ziplocked folders with composer jigsaws in them. There are 9 piece and 12 piece jigsaws of the various composers of the month. Race against another group to finish. Make sure they don't muddle up the pieces!
- **Musical Lego** – In the big Lego box at the front, lots of Duplo Lego that I've put musical notes on. Children use the bases to build four beat rhythms. They can be in groups of 3 and 4. Each child builds one line. Then they choose different instruments and learn to play their rhythms as an ostinato. One child counts in a steady one, two, three, four and they try to play their rhythms simultaneously. This is tricky. Takes an entire lesson (along with discussion of note names and lengths, practising clapping rhythms etc) but VERY popular as it's NEW (therefore they're still learning). There is a SmartBoard slide on the Supply SmartBoard.
- **Musical Twister** – This is under my desk. A whole class game. They sit in a large circle around the edge. I play two children at once. Shoes off. Don't worry about reading colours, I just read out Left Foot Crotchet, or Right Foot Quiet (instead of piano), Left Hand Loud (instead of forte). There is a



Lovelace Way – Music – Louise Watts

slide on the Supply SmartBoard which helps the children remember the vocabulary. The two children play until one falls, then another two children play.



- BBC Ten Pieces** – I have a copy of the 2 BBC Ten Pieces DVDs, along with other DVDs. If you choose to do a Ten Pieces lesson, choose one of the pieces and then an appropriate activity from the lesson ideas (or one of your own of course!). The resources are available to download from the BBC Ten Pieces website.
- Composer of the Month** – Each month, I have a Composer of the Month and try to spend one lesson focusing on that composer, learning a little about their life and one of their famous works. For some of the composers, I have books (have a look on the shelves) and also some great CDs from Classic FM which help teach about the composer's life- these take a while to listen to, so would be good if you need to save your voice. I normally try and have a short practical activity based on one of their famous works as well. For instance, in October for Vivaldi, I want them to listen to Autumn from the Four Seasons and then use classroom percussion to compose their own rain storm in groups.



Lovelace Way – Music – Louise Watts

Years 2 and 3

- **Rhythm Clapping** – the glow worm crotchets, caterpillar quavers, bee minim and butterfly quavers and crotchets are on the music stands by the sink. I move these in front of the whiteboard, count in 4 and the children clap the rhythm. Sometimes I put a pop song on youtube on in the background to help them do it while also keeping to a specific beat and tempo. I swap the order round and gradually remove the picture signs (notes only underneath) until they are clapping the 8 beat rhythm without any picture clues.

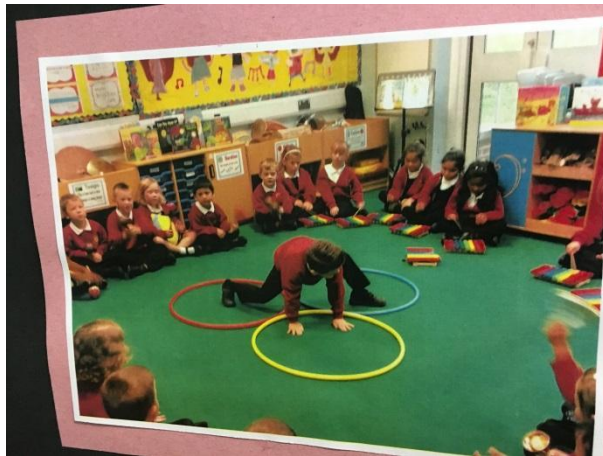


- **Honk** – In this game, the children sit in a circle and each child has an instrument (any percussion instrument of their choice). Use the little organ at the front to set a steady background beat going using one of the rhythm settings. Children then have to play on the beat – but one at a time going round the circle, keeping a steady beat and not coming in too early or late. A few practices and then start getting children out until there are just two children playing against each other.



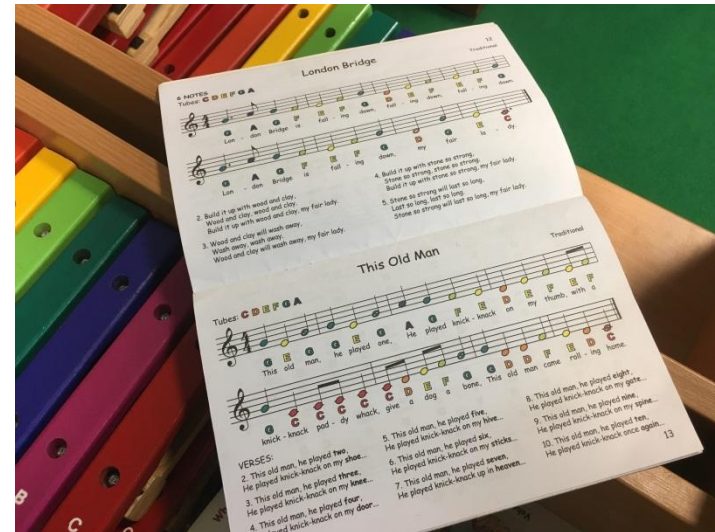
Lovelace Way – Music – Louise Watts

- **The Hoop Game** – The children love this and are fairly good at it so should be able to help you set it up and explain anything that doesn't make sense! They sit in a large circle around the three coloured hula hoops that live at the back of the classroom. We choose instruments for each hoop. I try to have contrasting sounds – so maybe boomwhackers, claves and egg shakers. The children are in three groups and have instruments from the circle closest to where they are (I tell them exactly what they will play). Then one child is the conductor. They jump from hoop to hoop, can go in two or three at a time, and children play when the conductor is in their hoop. Another child has a go at conducting. Then we all shuffle around the edge of the circle to get to the next set of instruments (leaving the current ones behind on the floor in a circle). The game continues with two more conductors and then they shuffle to the final lot of instruments and two more conductors. The children get to play three different instruments and I really try and make sure they are being as accurate as possible. You can add extra challenge in by asking the conductor to show whether they want loud or quiet with a hand position. This game takes about half an hour including the set up time etc.



Lovelace Way – Music – Louise Watts

- Xylophones / Chime Bars** – Select a tune from the little Boomwhacker books next to the xylophones. Children then sing it through a few times (great time to get kids singing solos too). Then sing with the note names from the books (share one between two). Then they use xylophones and chime bars to play the tunes. You could do it on boomwhackers first, which I’m sure the children would love. They will tell you if they’ve done a tune before, but they haven’t done many (particularly the Year 2s) so it’s just about building up their tuned percussion skills, beater technique, and getting used to “reading” music... It’s lovely to play along with them on the piano and then have a few solos once they’ve started to master a tune.





Lovelace Way – Music – Louise Watts

Nursery, Reception Year and Year 1

I always try to include a lot of singing in these lessons and I always make sure they get to play instruments too. I also often read one of the musical story books around the music room. I always set up a selection of instruments in advance for the children of this age.

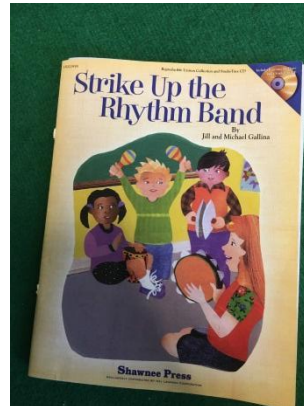
- **Doggy Doggy Where's Your Bone?** – One child sits in a chair facing away from the other children holding my little cuddly dog. Everyone else sings (on two notes) Doggy, Doggy, Where's Your Bone? (G G E E G G E)
The child sings back, on the same two notes "Someone stole it from my home" (G G E E G G E)
Everyone then sings "Who Stole your Bone?" (three notes G E A G E)
Meanwhile, you give the bone (found in the second drawer down of my desk) to a child. That child sings "I stole your bone" (G E A G E)
The doggy child has to guess which child has the bone. Then the bone child becomes the doggy and it all starts again.
- **Stop / Go** – There is a red / green circle in the second drawer down of my desk. Each child has an instrument. The conductor holds the Stop / Go sign. The rest should be obvious... when it's red, the children stop. When it's green, the children play! Different children come to be the conductor. Swap instruments around frequently.





Lovelace Way – Music – Louise Watts

- **Old MacDonald Had A Farm** – Sing the song, but with instruments instead of animals. Normally a selection of 4 different instruments (lots of woodblocks, lots of tambourines, drums, boomwhackers etc etc) and the children play the relevant instrument if they have it. Old MacDonald had a farm, eieio, and on that farm he had some tambourines, eieio, with a tambourine here and a tambourine there, here a tambourine, there a tambourine, everywhere a tambourine, Old MacDonald had a farm, eieio. Do all the instruments and then swap round and starts again.
- **If You're Happy and You Know It** – As for Old MacDonald, but instead of clapping your hands, play the tambourine (or whatever else). Exactly the same system. Groups of instruments and swap round so everyone gets to play everything. This does mean singing the song a zillion times!
- **Songs from Strike Up The Rhythm Band** – This is a great little book with a CD (lives at the back of the book) and clear instructions for each game at the front of the book (which I won't regurgitate here!). The Triangle game is pretty hard, but the other ones are all fairly doable with this age group and they enjoy the songs. I've only had the book a short time so they haven't started singing along yet, but I hope to encourage that as the year goes on and they get to know the games. The book can be found in the Reception Year drawer at the front of the classroom.



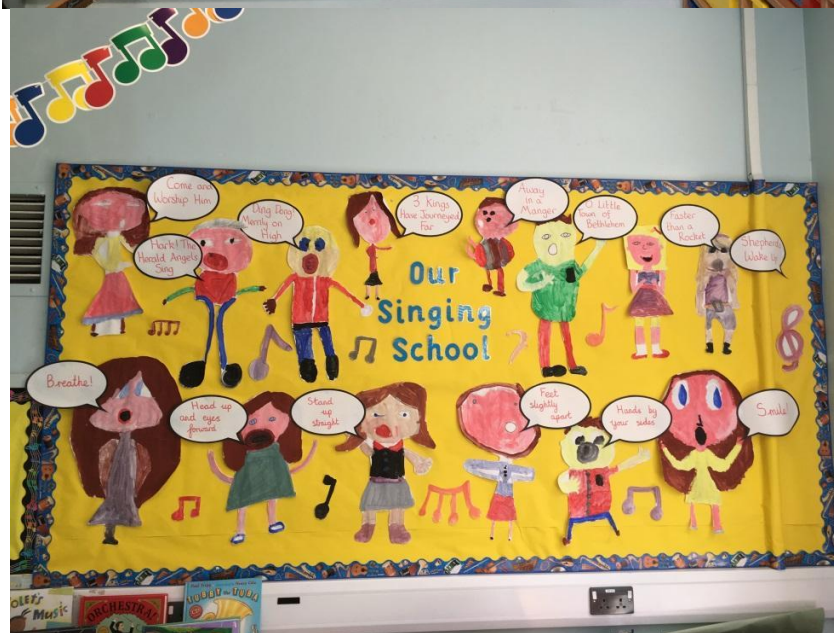


Lovelace Way – Music – Louise Watts



Literacy rich environment in the music room.







Lovelace Way – Music – Louise Watts





Lovelace Way – Music – Louise Watts





Lovellace Way – Music – Louise Watts

Long Term Music Plans - Progression Map 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Developing singing voices through nursery rhymes and simple songs Learning classroom instrument names and how to play Stop / Go game with instruments - when to stop and when to play Playing along with nursery rhymes (Old MacDonald had a Farm and on that farm he had some tambourines) Bang Tap Stop song - playing loudly and quietly on instruments Playing fast and slow on instruments and responding to tempo in our listening Playing long notes and short notes and listening / responding to legato and staccato music Keeping the beat - clapping and stamping in time to music Developing aural skills - copying rhythms and short melodies					
Reception	As Nursery Plus Introduce the Hoop Game (combining instruments, following a conductor, considering timbre)		Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato Goldilocks and the Three Bears		Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato The Three Billy Goats Gruff	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato The Three Little Pigs
Year 1	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch,	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch,	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch,	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato



Lovelace Way – Music – Louise Watts

	The Gingerbread Man	Jack and the Beanstalk Christmas Music - percussion playalongs and The Nutcracker / Swan Lake	staccato, legato Little Red Riding Hood	staccato, legato Rapunzel	staccato, legato Chicken Licken	The Musicians of Bremen
Year 2	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato The Princess and the Pea	Hoop Game (combining instruments, following a conductor, considering timbre) Songs that develop elements of music from I Love Music Christmas Music - percussion playalongs and The Nutcracker / Swan Lake	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato Hansel and Gretel	Singing and playing instruments along with songs - various skills practised - dynamics, tempo, structure, introduction to pitch, staccato, legato The Enormous Turnip	Rounds Developing tuned percussion skills Singing and playing London's Burning Singing and playing Frere Jacques	Pentatonic Music Singing pentatonic songs and learning to play pentatonic songs on tuned percussion Composing own pentatonic music using drone accompaniments Animal Rhythms - learning to read crotchet, quaver and minim rhythms
Year 3	Percussion Playalongs - following graphic scores, four parts untuned percussion, listening to some famous classical pieces and starting to develop knowledge of music history Animal Rhythms - learning to read crotchet, quaver and minim rhythms	Percussion Playalongs - following graphic scores, four parts untuned percussion, listening to some famous classical pieces and starting to develop knowledge of music history Christmas Music - percussion playalongs and The Nutcracker / Swan Lake Animal Rhythms - learning to read crotchet, quaver and minim rhythms	Boomwhacker Playalongs - following graphic scores, using boomwhackers to play harmony and melody parts, introducing chords, more work on understanding pitch and how it is notated Animal Rhythms - learning to read crotchet, quaver and minim rhythms	Recorders - introduction to playing recorder, how to make a sound, playing tunes with Bs and As Developing pitch reading skills	Recorders - playing tunes with Bs, As, and Gs Developing pitch reading skills	Recorders - playing tunes with Cs, Bs, As, and Gs Developing pitch reading skills
Year 4	Recorders Playing tunes with BAGCD	Recorders Playing tunes with BAGCD Christmas Music -	Recorders Playing tunes with BAGDDCE	Peter and the Wolf Learning to identify instruments of the orchestra by what they	Brass - introduction to playing trumpet, playing tunes with CDEFG	



Lovelace Way – Music – Louise Watts

		percussion playalongs and The Nutcracker / Swan Lake		look like and what they sound like	
Year 5	Autumn 1 Carnival of the Animals Programme Music Further identifying instruments of the orchestra Playing extracts on recorders / glockenspiels Autumn 2 Recorders - Playing tunes with D, E, F#, G, A, B, C, D Christmas Music - percussion playalongs and The Nutcracker / Swan Lake		Holst's The Planets Suite Programme Music Further identifying instruments of the orchestra Composing short pieces in response to each movement in small groups - recording ideas as graphic scores and introducing written music skills in terms of rhythm and pitch	Gamelan Music Developing glockenspiel skills through learning about gamelan - performing as a class orchestra	Djembe drumming Developing rhythm skills and part playing through djembe drumming Music Theory - formal teaching of treble clef pitches and rhythms, tempo and dynamics vocabulary
Year 6	Ostinato Listening to music from a broad historic background and different genres and from different cultures Playing ostinati on glockenspiels and boomwhackers Composing own ostinato based pieces - using standard rhythmic notation Christmas Music - percussion playalongs and The Nutcracker / Swan Lake		12 Bar Blues / Jazz Broad history of jazz and different styles within jazz Focus on 12 Bar Blues - learning to play chords - major / minor / root notes / how to form chords Improvising using the blues scale	Film Music How does music influence a film Composing own music in groups to go with a short film	Revision of rhythm reading and pitch reading skills Developing fluency in glockenspiel playing Revision of elements of music - dynamics, structure, timbre etc

Key Skills Progression - Dynamics Vocabulary

EYFS	Loud / Soft
Year 1	Louder / Softer / Loudest / Softest
Year 2	Gradually getting louder / softer
Year 3	Piano / Forte



Lovelace Way – Music – Louise Watts

Year 4	Pianissimo / Fortissimo
Year 5	Mezzopiano / Mezzoforte
Year 6	Crescendo / Diminuendo

Tempo Vocabulary

EYFS	Fast / Slow
Year 1	Faster / Slower / Fastest / Slowest
Year 2	Gradually getting faster / slower
Year 3	Presto / Largo
Year 4	Andante
Year 5	Lento / Allegro
Year 6	Adagio / Vivace / Moderato

Rhythm Reading

EYFS	Clapping on the beat
------	----------------------



Lovelace Way – Music – Louise Watts

Year 1	Copying four beat clapping rhythms
Year 2	Clapping animal rhythms with pictures
Year 3	Graphic scores - setting out a rhythm
Year 4	Clapping animal rhythms without pictures / I'm a Crotchet Song (crotchets, minims, semibreves, quavers)
Year 5	Reading / Writing four beat rhythms using crotchets, minims, semibreves and 2/4 quavers
Year 6	Rests (crotchet, minim, semibreve, quaver) / Dotted minims / semiquavers

Pitch Reading

EYFS	Hand signals for high and low pitches
Year 1	Using voices and instruments high / low
Year 2	Xylophones - high / low C
Year 3	Graphic scores - high / low to match pitches
Year 4	Treble clef - FACE
Year 5	Treble clef - EGBDF



Lovelace Way – Music – Louise Watts

Year 6	Treble clef - ledger lines, introduction to bass clef
--------	---

Recorders

Year 3 Spring 2	How to hold, how to blow, B and A
Year 3 Summer 1	G - focus piece Hot Cross Buns
Year 3 Summer 2	High C - focus piece AGACA
Year 4 Term 1	High D - focus piece Jingle Bells
Year 4 Term 2	Low E - focus piece EBGBs
Year 5 Autumn 1	Low D - focus piece Old MacDonald
Year 5 Autumn 2	Low C, F / F# - focus piece of their choice

In Key Stage 1, the Song and Story series each consist of a story with four songs - we learn to sing the songs and develop our singing skills, and then we play instruments along with the songs - moving from just random playing to more specifically keeping the beat and then playing specific rhythms, then playing very simple patterns on tuned percussion along with the music so there is musical progression

Throughout Key Stage 2 in particular - an emphasis on ongoing rhythm reading pitch reading reading. Dynamics, tempo etc through monthly repetition of various practical games that will keep these skills fresh - moving from (for example) forte / piano in Year 3 to the full range (forte, piano, fortissimo, pianissimo, mp, mf, crescendo, diminuendo) in Year 6.



Lovelace Way – Music – Louise Watts

Emphasis on learning to read music through practical music making - especially while playing recorders and glockenspiels. Identifying notes on the treble clef, note lengths etc. Games such as Animal Rhythm clapping, discrete music theory lessons, the snakes and ladders rhythm game etc

Composer of the Month mini focus each month listening to music from a range of famous classical composers from the four main eras, learning about their lives, famous works, influences, place in history etc. Handel, Vivaldi, Bach, Mozart, Beethoven,, Tchaikovsky, Scott Joplin, Anna Meredith etc. Cyclical pattern so children repeat composers each year (but with a different focus each year) to help consolidate previous knowledge

In Singing Assemblies, focus on good posture, annunciating words, keeping the right pitch, singing one's own part if the music splits but mainly a focus on the enjoyment of singing.

Music played in singing assemblies to reflect a wide range of musical eras, genres - from western classical tradition, world music, popular music. Cyclical pattern so children hear the music regularly over their six years of singing assemblies to build a solid foundation