



Martin Primary School

MUSIC

Curriculum aim and intent

In our school we want our children to feel free and confident to explore, create and experiment with music thus feeding their self-expression and imagination. We believe that music should be woven into the fabric of our school, contributing to the soundtrack of our pupils' lives. Exposing children to a diverse range of musical genres and cultures, opens the door to a world of understanding, appreciation and cultural knowledge and in turn, fosters a life-long love of music. We acknowledge that music will be at the heart of some of the most significant experiences that the children will have and a contributing factor to good mental wellbeing.

At Martin Primary music is taught through three interrelated pillars of progression - technical, constructive and expressive. As the children's knowledge and skills of these pillars develop, they are able to apply them to all aspects of their musical journey. The diversity of the school community contributes to the variety of musical genres that the children are exposed to both in listening and performing.

In our school we believe that all children should have access to some instrumental tuition; therefore all children will have access to whole class instrumental learning with the possibility of it leading to smaller ensemble tuition. In addition, children work collaboratively using a wide range of musical features including technology and are encouraged to reflect on their work and the work of others in a positive and respectful manner.

Links to the EYFS - Expressive Arts and Design

We support children to develop their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We encourage children to access resources in the classroom and outdoor learning area independently in order to express themselves freely and through their own preferred method. The quality of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We provide an artistically rich environment. This includes:

- Reading to children and engaging them actively in stories, rhymes and poems – using and making props to support story-telling
- Listening to a range of music from around the world
- Role play to reflect the cultural diversity and real-life experiences of children in the class

Music overview

Year 1	What is pitch? What is pulse?	Performance poetry with percussion accompaniment.	What is rhythm? Pictorial notation	What are dynamics? What is tempo?	Group composition	Using pictorial notation for composition
Year 2	What is dynamics? What is tempo?	Performance singing	What is stick notation?	What is timbre? How can music create different moods?	What is a graphic score? Improvisation to a graphic score.	
Year 3	What is ostinato? What is a drone? Notation using the hand staff	Relating melodies to dot notation	Relating rhythmic and dot notation to a musical instrument (recorder)	What is timbre? What is leitmotif? Peter and the Wolf	Using rhythmic ostinato and layers in composition	relating hand staff to written stave
Year 4	Understanding and reading beats and bars. Exploring rounds	Reading treble clef notation. Relating staff notation to rhythm notation	Major and minor keys Pentatonic scale	Composition using simple melodies	What are the different instrumental families of the orchestra?	Painting with sound
Year 5	Understanding and composing cyclic patterns	Using GarageBand to create loops	Changing structure in recorded compositions	Exploring different genres of music	Understanding use of motif and musical themes in film	Composing a musical score for a silent movie
Year 6	Using body percussion to create a scene	Cover songs Identifying song structure Understanding chord progression	Song writing using chord progressions	Understanding the history and structure of 12 bar blues	Understanding how music can be created to convey mood	Understanding the features of protest songs