



## Music at LWPS

We aim for every child at Long Wittenham school to have the opportunity to play, enjoy and listen to music. We want our children to have as many opportunities as possible to experience music in different ways, be that taking part in live performances, appraising recorded music, or seeing a live band or orchestra. We hope that children will be inspired to learn more or listen more and that they will build confidence in identifying different styles and composers, and evaluating their work and its impact.

At LWPS, music is taught through the four areas of musical understanding: appreciation and listening, technical understanding, performance and improvisation/composition. Music lessons are taught discretely, but children also have opportunities to learn music through singing sessions (collective worship) as well as learning music and songs to support learning in the wider curriculum, or for specific performances.

In addition, we welcome musicians to school, where children are involved in a different range of musical experiences and children have been able to experience and enjoy live music.

We follow the Charanga Music Scheme Guitars, ukuleles, xylophones, djembe drums, recorders, percussion instruments. We have visiting music teachers who provide lessons where children can learn instruments and play as part of a band. Children who take part in these lessons are given the opportunity to perform in front of an audience.

Music is inclusive to all! Whether it be listening, vocalising, movement or musical exploration, the chance to create and appreciate music can be accessed by all our pupils. We also draw on the musical opportunities available in Oxford to arrange performances, visits and concerts for all our children to enjoy and take part in.

## Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust

**Determination:** We expect our children to strive to be the best they can be and in Music, we expose children to different genres, stimuli and encourage them to use their determination to tap into skills they have learnt to compose their own music. We recognise that children may not have had the opportunity to use musical instruments before and they will need to be determined and *resilient* to master techniques and learn how to read music notations.

**Independence:** Children will need to demonstrate independence when formulating their own ideas and opinions about music and also when composing their own music. We encourage children to perform their compositions which requires them to have the confidence to perform in front of their group and play a percussion or tuned instrument independently using the skills they have learnt. We actively support children to be independent when selecting what they will play, deciding how they will play their instrument or record their compositions. Children *trust* each other and know that they can seek help from an adult should they need it.

**Aspiration:** Children at LWPS, need to be aspirational when taking part in music lessons and we expect them to draw upon the range of skills they have been taught. Creating music and performing in front of others can often be daunting and we create an inclusive and positive atmosphere in music lessons so that all children can be aspirational and explore genres and instruments that are new to them.

**Curiosity:** In music, we will be exploring genres and instruments that children may not have heard or used. We aim to encourage children to be curious and listen to a variety of music and learn about different instruments and how they are played. We welcome questions around music and plan class discussions into music lessons so that children have the opportunity to form their own opinions through open ended questioning and exploration.

**Community-mindedness:** Music should be accessible for all and it permeates throughout school life, whether it be listening to a piece of music in Collective worship, taking part in communal singing in church services or performing music that they have created as a group or individually. Children are given the opportunity to share their musical ability as part of concerts and talent shows and the school and wider community are invited to share in their success. Children are encouraged to celebrate all efforts during music lessons. Children demonstrate *compassion* towards each other when others are performing and are supportive of each other.

**LONG WITTENHAM C OF E (C) PRIMARY SCHOOL  
MUSIC PROGRAMME OF LEARNING**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.	Take part in singing Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low.	Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and	Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using	Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory.	Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.

				response) within a group using 1 or 2 notes.	more than 2 notes.		
Composing (including notation) Creating and developing musical ideas.		Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low-pitch; loud and quiet – dynamics; fast and slow – tempo; quality of sounds – timbre).	Carefully choose sounds to achieve an effect. Order sounds to create an effect (structure – beginnings/endings). Create short musical patterns. Create sequences of long and short sounds – rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.	Compose and perform melodies using two or three notes. Use sound to create abstract effects. Create / improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, combine and control sounds (texture / structure).	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled. Create accompaniments for tunes using drones or melodic ostinato (riffs). Create rhythmic patterns with awareness of timbre and duration.	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps – structure). Identify where to place emphasis and accents in a song to create effects. (duration).	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). Combine all

							musical dimensions.
Appraising Responding and reviewing.		Hear the pulse in music. Hear different moods in music. Identify texture— one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	Identify the pulse in music. Recognise changes in timbre (sound quality— smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.	Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.	Know how the pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music.	Know how other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to

							enhance own compositions. Refine and improve own/ others' work.
Listening and applying knowledge and understanding. Including extracurricular opportunities, assemblies and performances.		<p>Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures.</p>	<p>Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound then-symbol approach. Use silence for effect and know symbol for a rest (duration). Describe</p>	<p>Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). Read/work out the musical stave. Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different</p>	<p>Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances.</p>

				different purposes of music in history/ other cultures.		purposes of music in history/ other cultures.	(Combining all musical dimensions). Describe different purposes of music in history/ other cultures.