



Music

How this subject is taught

At Lammack, we aim to deliver a broad, enriched and multicultural music curriculum. Pupils are given the opportunity to be involved in individual and shared experiences, opportunity for creativity, co-operation, exploration, self-expression and use of imagination.

Music is taught using a variety of methods at Lammack. We teach specific areas of music in class following the national curriculum. We have individualised our curriculum throughout EYFS, KS1 and KS2 to reflect the needs of our children. In addition to this, we are beginning to offer instrumental lessons and we have a well-established relationship with Bolton Music Service.

We have a good selection of percussion instruments available to use in school with the option to borrow sets of difference instruments from the music hub. We have numerous online resources available to us such as “Charanga”, “Active Music” and “Music Express” to support and enrich our teaching. Music and movement are hugely important tools to develop confidence, co-ordination and learn content. As, it is integral part of our school life throughout the whole curriculum.

Foundation Stage

During the Foundation Stage children learn the basic skills of music through play and teacher-led sessions. They have access to activities where they can explore musical instruments and make their own instruments. Children learn how to sing along with nursery rhymes and other traditional songs. They are taught how to listen and copy simple rhythms and melodies. Music supports the learning of concepts such as the alphabet and colours through listening and joining in with simple songs. Once a year the whole of EYFS put on a show for the school and parents. Musically, this is the highlight of the year for reception teachers, children and their parents.

Key Stage One

Children begin to enjoy more focused specific musical learning throughout Key Stage One. They begin to learn about the elements of music such as tempo, rhythm, melody, dynamics, timbre and texture. They begin to explore how these elements come together to create piece of music. They are given opportunities to compose their own simple rhythms and melodies using pictorial ways of recording and organising sounds. They get to explore a wider range of percussion instruments and enjoy learning to play simple melodies on the glockenspiel.

They learn about different types of music linked to their class topics. For example, Year 1 learn about Tchaikovsky’s “Dance of the Sugar Plum Fairy” during their Enchanted Woodland topic. This involves learning how to use a colour coded system to compose and play a short passage of harmony which matches with the music and in addition to this they learn a ballet dance to the “Sugar Plum Fairy” music in PE.

Each December Years 1, 2 and 3 team up to put on an annual nativity extravaganza. This is run as a voluntary afterschool club and participating children enjoy the chance to explore and show off their amazing music and drama skills. Year 2 also enjoy a second opportunity to perform a show in the summer term. They wow their EYFS and Year 1 teachers with their progress, skills and confidence during this show before moving on up to Key Stage Two.



Music

Key Stage One pupils shall 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 live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two

During their time in Key Stage Two, pupils enjoy an increasingly technical and challenging musical curriculum. In Year 4, children are taught a musical instrument as part of our WOPs programme which we run in collaboration with Bolton Music Hub. They receive high quality musical teaching from a professional musician on how to play popular melodies on their instrument. Pupils learn about the history of the songs and composers who wrote them. The WOPs programme also provides opportunities for whole classes to put on performances for their teachers, fellow pupils and parents.

Throughout the rest of Key Stage Two children continue to learn about graphic scores. They compose and record their work using this method. They also begin to learn how to read and record musical notation with increasing technical knowledge as they move up the years. They work on areas of performance such as keeping time, performing as an ensemble and playing instruments accurately. They develop their singing skills further to enable them to sing more difficult melodies and even two-part harmonies. Classes in Key Stage Two enjoy creating, rehearsing and performing in their class assemblies. This usually involves many musical links to their current topic and are always a privilege to watch.

The highlight of Year 6 is a musical production which they rehearse and perform in the summer term, after their SATs. The children rise to the challenge, with all the confidence and skills they have gained during their time at Lammack, to put on a show like no other where singing, movement, drama and costumes are second to none.

Key Stage Two pupils shall 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 inter-related 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 understand a wide 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 this subject is assessed

Teachers' observation and assessment is key to enabling us to monitor progress in music, particularly in performance. Often performances either to an audience or even just to showcase work during class sessions are recorded for assessment and evidence purposes. This can either be an audio or video recording. Pupils have music folders which follow them up the school as a record of their progress. Any composition work, technical knowledge or history of music learning can be recorded here.