

The Dingle Primary School Music Subject Summary

The aims of Music education at the Dingle Primary School are to 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. There are four key areas in the Music curriculum, which are singing, listening, composing and instrumental performance. Pupils are provided with opportunities to perform, listen to, review and evaluate music. They learn to sing and to use their voices, to create and compose music on their own and with others, using technology when appropriate. They will be taught to understand how music is created through the seven main elements: pitch, duration, dynamics, tempo, timbre, texture and structure. All pupils also have the opportunity to learn a musical instrument.

The school follows the scheme of work provided by the local Music Education Hub, The Love Music Trust (LMT). This provides teachers with half-termly units of work that provide a framework through which the statutory requirements of the music curriculum can be met. Units focus on a particular topic, musical genre, era or composer, and they cover the four key areas.

Music begins in Reception, with links to Communication and Language, Physical Development and of course, Expressive Arts and Design. Pupils learn to listen carefully to songs and rhymes, paying attention to how they sound. They are taught to develop performance skills through group singing or on their own, and through opportunities to dance and move in time with music. Pupils are encouraged to explore and experiment with different sounds made by percussion instruments, gradually being taught to keep a steady beat in time to a well-known song.

In Key Stage 1, unit titles include 'Fireworks and Fantasy', 'Under the Sea', 'Round the World', and 'Down in the Jungle'. Pupils build on their prior learning by continuing to develop their performance skills, using their voices more expressively and creatively, and increasing the complexity of the songs, chants and rhymes learnt. They are taught to play tuned and untuned percussion instruments with increasing control of tempo and dynamics, and to recognise the difference between pulse and rhythm. A wide variety of listening opportunities provide experiences of different genres, and pupils will begin to recognise some of the instruments that they hear. They are encouraged to give their opinions about the music that they listen to.

Compositional skills are developed through a range of activities such as: working with a partner to improvise simple rhythmic and melodic phrases; using music technology to change and combine sounds; copying and inventing rhythms for others which include crotchets, quavers and crotchet rests; creating rhythms to accompany songs; beginning to use graphic scores to reflect pitch and dynamics; creating simple lyrics as a class to well-known, traditional rhymes.

All children in Key Stage 1 have the opportunity to perform in front of an audience at the end of the Autumn Term. This requires them to learn an extensive collection of songs and words.

Performance in Years 3 and 4 continues to build on the knowledge and skills developed in Key Stage 1, through singing a widening range of unison songs of varying styles and structures, with clear diction. They will begin to use Italian musical terms such as forte (loud) and piano (quiet), and they will be introduced to stave notation. Pupils will be introduced to duration (note length), timbre, texture and dynamics, and how these elements can be combined and used with expression.

When composing, pupils will have a greater understanding of musical structures; will be taught to compose song accompaniments on untuned and tuned percussion; and will be given opportunities to record their music in different ways, using graphic scores, rhythm grids, and technology.

Listening opportunities in Years 3 and 4 include a wide range of pieces from 'Zadok the Priest' by Handel to the theme tune from Doctor Who. Pupils listening skills are developed through activities such as responding independently to pitch changes through actions (e.g., stand up / sit down, hands high / hands low); identifying changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc.) and texture (solo, multiple instruments); and identifying the different parts of a piece of music, such as the verse and chorus.

All pupils in Year 4 will have the opportunity to learn to play a musical instrument through the Love Music Trust's Wider opportunities programme. This will consist of 10 lessons during the Autumn Term, followed by a continuation programme if they wish to continue, providing another 10 lessons.

In Years 5 and 6 the curriculum is designed to further consolidate previous learning and develop understanding. For example, pupils will learn to sing in rounds and two parts, with a greater awareness of pitch and phrasing. They will be able to perform melodies on tuned instruments following standard notation. They will be taught to improvise more freely, using their voices, musical instruments, and music technology. When listening to music, they will be able to identify simple time signatures, identify the unique qualities of music from different times and places, and recognise simple structures in music listened to, such as binary, ternary, verse, chorus etc.

Throughout Years 3-6, pupils will be provided with extra-curricular opportunities for Music in the form of the school choir, instrumental lessons through Music for Schools, and a school band.

Music is a subject that crosses many areas of the curriculum, for example, through stories, Art, languages and humanities. It is a subject that can give pleasure throughout life, and hence, is considered to be of high importance at The Dingle.

Julian Lloyd Webber, Cellist and Conductor, said:

"Music has immeasurably enriched my life and I cannot imagine existing without it. It provides motivation, stimulation and, most of all, joy."

"We should never underestimate the power of music, it knows no boundaries of language, race or background. It is the universal language - everyone has a soundtrack to their lives."