



What is Music?

How do musicians work?

What does it mean to be a composer or musician?

Our Subject Leader's Policy & Guide

Intent For Our Music Curriculum

Vision For Music

At Mayfield, we value music as a universal language and believe that all children can achieve the goals that we set for them and should enjoy taking part in a subject which is highly social and collaborative. We provide a music curriculum which gives all pupils the opportunity to sing, play, create and perform, both individually and collectively. Lessons are inclusive and developmentally appropriate for different age groups and specific needs of the children, while still allowing opportunities for pupils to stretch and challenge themselves.

The music curriculum is designed to build a musical foundation and build on skills and knowledge throughout the years. Pupils will become confident in their ability to create, compose, perform and listen. Children will leave KS1 with a good understanding of a variety of rhythms and pitches and basic knowledge of dot and stick notation, using crotchets, quavers and rests. They have learnt and practised key glockenspiel skills through taught exercises and composition activities. Pupils have also been exposed to music from around the world through our study of various genres.

As pupils progress through KS2 they become more confident in their singing and musical skills whilst continuing to use the glockenspiel as our core instrument. Pupils have a more in depth understanding of the inter-related dimensions of music and can describe music using key terms (pitch, pulse, rhythm, tempo, dynamics). They have an increased awareness of different genres of music and music from other countries and can improvise and create music in different styles and metres. Children will move onto KS3 with a passion to learn and share their love of music.

We provide children with a range of opportunities to cultivate their cultural understanding and develop their musical competencies, such as appreciating and understanding a wide range of music from different traditions. As our pupils progress through our curriculum, we teach them to engage critically with music, allowing them to compose, and to listen with discrimination to music drawn from different traditions and from great composers and musicians. By the time our children leave Mayfield, they have been equipped with this knowledge and understanding as well as having an appreciation of a breadth of musical forms. We value the link between music and wellbeing and the power sharing music can have on our mood and sense of belonging.

Intent For Our Music Curriculum

How We Plan For, And Teach, Music

Our music curriculum attempts to fulfil the intentions set out in **The Model Music Curriculum** and uses this as the basis for our curriculum construction, planning and resources.

The music curriculum is designed to rigorously ensure children make progress in the technical, constructive and expressive components of the National Curriculum for Music. The curriculum comprises termly units, with step-by-step progression, always building on prior knowledge and skills, giving children the opportunity to consolidate, deepen and progress their rich musical skill set. Teachers use much of their teaching time for recap, rehearsal and revision and add only small amounts of new learning in each session to ensure subject matter is presented logically and building on the children's previous experience with music. This helps pupils to consolidate earlier learning and link new concepts to previous knowledge. Children regularly have the opportunity to perform a piece of repertoire they have studied at the end of a relevant term, with the chance to describe and discuss what they have been learning and exploring in music lessons. This allows teachers to assess progression and embed the learning from the current project. Other performance opportunities like our frequent ABC Theatre shows, external theatre shows and assemblies give children the exciting experience of performing before an audience.

Singing is an important part of our music curriculum. Children are explicitly taught to sing with increasing accuracy, control, fluency and expression. Singing together with correct posture and proud projection is a joyful and intentional practice opportunity and the benefits of singing and music for children's wellbeing are highlighted and promoted. Throughout their time at Mayfield, children develop an understanding of the history of music. They are also taught to use vocabulary associated with key musical concepts with precision and confidence. Vocabulary related to pitch, dynamics, tempo, timbre, texture and structure enables children to analyse and reflect on music they listen to and create.

In the Early Years, children begin to experience making music together in their weekly curricular music lessons. Through singing games, songs, rhymes and listening activities, children learn to recognise and recall songs, pitch-match and begin solo and small group singing. EYFS children begin learning ensemble skills with percussion instruments.

In KS1, weekly curricular music lessons allow pupils to learn about pitch, pulse and rhythm. The singing-led curriculum helps children to discover and develop their singing voice and ensemble skills on a range of instruments, through opportunities to create and perform their own compositions to the class. The Year 1 and 2 curriculum exposes children to a diverse variety of music from around the world and performance opportunities encourage them to perform these to a wider audience.

KS2 music lessons build a strong musical foundation for all pupils. Children develop their appreciation for music and the key role it plays in shaping cultures all over the world. A good understanding of musical theory and notation are developed through exploring genres of music (i.e. classical, pop, musical theatre, jazz and blues).

Our **Melody Makers** singing group give children opportunities to share their singing skills with the wider school community and beyond.

Music's presence is maintained through the central position of our **ABC Theatre** as a unique and prominent learning space, whilst the profile of music reward, achievement and celebration throughout the school year is maintained via the role of **Student Subject Champions, High Profile Theatre Performances, Subject Celebrations** and **Subject Achievement Displays**. Rewards always have a specific eye upon personal progress rather than summative attainment.

Music continues via our enrichment, wider curriculum opportunity: **The Melody Makers** which runs across the year.

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How We Assess Music Learning

Teachers regularly assesses children's progress in music through watching and listening to children's performances, evaluating their technical, expressive and constructive knowledge. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performances to draw out areas of strength and next steps.

The impact of our music curriculum can be seen in the children's work and responses to learning via: big books; pupil voice and regular performance. The detailed planning outlines the main learning objectives and the opportunity to evaluate and reflect on their learning is planned for regularly to enable the children to see how their learning is progressing through the use of **Brain Gym, Music Station Recaps, Quizzes** and **Self-Quizzes**.

Children's learning is assessed during sessions and teachers plan responsively for next steps - often using the aforementioned strategies. These activities are also used at the end of a project and help to provide evidence for summative judgements made using the **Key Milestones Assessment Document**.

At the end of the year, class teachers use the children's work to make a judgement as to whether each child is working at the expected standard.

How We Adapt & Record Learning And Outcomes In Music

The Music Leader has created **Learning Stations within the ABC Theatre** to assist with progression and knowledge in each project. They act as a central support for short-term preparation and delivery. Above all they provide a spine for teachers and supporting adults that can then be further personalised, adapted and differentiated to meet the starting point needs of the children in each class.

Ways of demonstrating progress and outcomes must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners. Otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.

In music, children's work is gathered in:

Big Books (Per Cohort) & Recording of Performances & Pupil Voice

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NAVIGATE



Music @ Mayfield

DISCIPLINARY
KNOWLEDGE
IS TAUGHT
THROUGH THE
INTER-
RELATED
DIMENSIONS
OF MUSIC AND
HOW THEY
CAN BE USED
AND
COMBINED

NOTATION

RHYTHM

PITCH

PULSE

TEMPO

DYNAMICS

TIMBRE

TEXTURE

STRUCTURE

DISCIPLINARY
KNOWLEDGE
IS TAUGHT
THROUGH THE
INTER-
RELATED
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CAN BE USED
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SUBSTANTIVE
CONCEPTS

SINGING

LISTENING &
APPRAISING

COMPOSING

PERFORMING

SUBSTANTIVE
CONCEPTS

PROJECTS

EACH OF THE SEVEN YEAR GROUPS COVER THE SUBSTANTIVE CONCEPTS IN THE FOLLOWING WAYS,
EACH BUILDING PROGRESSIVELY.

EARLY YEARS TO YEAR 6

AUTUMN: SINGING

SPRING: PERFORMING

SUMMER: COMPOSING

LISTENING & APPRAISING ACTIVITIES ARE CONTINUOUS ACROSS THE YEAR

PROJECTS



Music Overview



	Autumn	Spring	Summer
EYFS	SINGING: Share & Perform (Nursery Rhymes & Christmas Songs)	PERFORMING: Explore Percussion	EARLY COMPOSING: Camille Saint-Saens 'Carnival'
	LISTENING & APPRAISING: Pop & Calypso		
Year One	SINGING: Call & Response, Collective, Same Pitch (You've Got A Friend In Me)	PERFORMING: Pictures & Symbols to Guide Playing & Singing	COMPOSING: Musical Sound Effects
	LISTENING & APPRAISING: R&B, Tango		
Year Two	SINGING: Collective, Tempo, Dynamics (Remember, Remember/Rocket Man)	PERFORMING: Dot Notation - 3 Note Tunes	COMPOSING: Create Music in Response to 'First Flight' Stimulus
	LISTENING & APPRAISING: Rock & Roll, Folk		
Year Three	SINGING: Songs in Unison (Just Like a Roman/No Place Like)	PERFORMING: Play and Perform Melodies Using Staff Notation (Middle C-E)	COMPOSING: Create Music to Support Theme from a Narrative
	LISTENING & APPRAISING: Funk, Indian Classical		
Year Four	SINGING: Unison, Rounds & Partner Songs (Frere Jacques)	PERFORMING: Melodies in One, Two or More Parts Using the Pentatonic Scale	COMPOSING: Egyptian Dawn – Composing Melody For A Short Film Clip
	LISTENING & APPRAISING: Indie, Samba		
Year Five	SINGING: Three Part Rounds, Partner Songs & Songs with a Verse and Chorus (Ally Ally O/Wonderwall)	PERFORMING: Accompaniments to Familiar Songs, Melodies Using the Pentatonic Scale	COMPOSING: Great Victorian Moving Picture Show – Composing Music to Evoke a Specific Atmosphere and Mood
	LISTENING & APPRAISING: Blues, Classical Composer		
Year Six	SINGING: Three & Four Part Rounds & Class Ensemble Performance (Danny Boy/God Save The King)	PERFORMING: Repertoire Pieces, Accompaniments to Familiar Songs, Melodies in Up To Four Parts	COMPOSING: Planning & Composing - 16 Beat Melodies & Ternary Pieces for 'Bring Me Sunshine' Project
	LISTENING & APPRAISING: Pop, Classical Composer		

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Intent For Our Music Curriculum

An Awareness Of Year 7 Coverage & Direction

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our projects either give knowledge that can be taken into more specific and detailed studies at Year 7 or allow for new areas to be studied that can draw upon and make relevant comparisons to Mayfield projects. We have also considered our vocabulary in relation to this as well and deliberately use terms in Lower and Upper Key Stage Two that have been highlighted as important in the Year 7 LSA Music curriculum.

LSA Music Department Scheme for learning Year 7 Overview Document

The start of Year 7 provides a chance for secondary teachers to revisit the work done with our Year 5 and 6 primary liaison programme. This enables the teacher to learn about their pupils' musical education from primary school. Especially with a focus on reading notation, playing an instrument, composing melodies and singing as a class.

Singing

- Sing regularly from an extended repertoire with a sense of ensemble and performance. This includes observing phrasing, accurate pitching and dynamic contrast.
- Sing three and four-part rounds, transposing music according to the needs of the class.
- Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.

Listening

Develop the technical ability to identify the use of musical elements

Using music included in the lesson planning document below. These pieces have been chosen as they increase in complexity and are pieces chosen from the styles discussed in each of the modules. Year 7 pupils should return to the meaning of the musical elements and start to practise identifying their use in music. Vocabulary will increase as we progress through the year.

Composition

Develop understanding of composition through one of/a combination of:

'Song' Writing (with or without lyrics)

- Play chord sequences from a range of familiar songs as compositional models.
- Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord.
- Create melodic song-lines shaped by lyrics and/or harmonic intention.

Programme Music

- Play given chord sequences as examples of harmonic effect.
- Compose chord sequences on the keyboard or guitar in C major or A minor.
- Explore melodic line and simple structural ideas, e.g. ABA.

Performance

Instrumental Performance

We have two models of progression in instrumental performance as examples of how pupils may develop their skills and understanding over the Key Stage. These are followed alongside a clear emphasis on expressive quality.

Some pupils will already have some facility on their instruments and these lessons should be used to broaden their skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress.

Keyboard

- Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one staff.
- Use notes within a range of an octave in most cases. With some sharps and flats depending on the progression of individual students.

Melody and Accompaniment

- Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.
- Harmonise the cadence points of these phrases.

Improvise

- Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software such as Garageband or Noteflight.
- Explore D minor and the pentatonic minor starting on D.

Group work – including keyboard, ukuleles, guitars and other instruments

- Play melodies and chords on instruments learnt aurally or using staff notation on one staff. Developing strumming techniques and ensemble skills with combinations of keyboard, ukuleles, guitars and other instruments that pupils are learning outside the lesson.

A Musician's Vocabulary

Music Vocabulary has been identified for the children across school. The vocabulary is progressive from EYFS onwards and at all times retains vocabulary previously introduced. We have chosen this language based upon the perspective of being a musician considering the broader concepts and skills ahead of 'theme specific terms'. The specific vocabulary is highlighted within each **Learning Project** and referred to throughout. These are also present around the **Music Stations** in the ABC Theatre.

We aspire for our children, to gradually embed the taught and shared vocabulary during their music journey across the seven years. There is a strong emphasis upon repetition of terminology and deploying its use in a wide variety of contexts and learning situations.

Here are examples of the two kinds of vocabulary we have identified.

Core Vocabulary: Pitch; Rhythm

Project Vocabulary - will relate to specific musical artists and their music.