

Music



Year A

We are enthusiastic about music at Longford School and believe that it is important for all children to have the opportunity to play an instrument. It is our intent that we make music an enjoyable and enriching learning experience. We aim to provide lessons which enable and encourage children to explore, discover and participate in the universal language that is music.

‘A high-quality music education should 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.’ Department of Education, National Curriculum

Implementation

Our curriculum is centred on ‘Charanga’, a music-based scheme, in which the children learn to sing and play instruments. They also have an opportunity to develop an understanding of pulse, rhythm and notation. Teachers plan based on this scheme of work, enabling the school to ensure that there is a clear progression of skill and knowledge to allow all children to access the lessons at an age appropriate level.

We also have a specialist-singing teacher, who works with all children from Year 1 to Year 6 and every child has access to specialist recorder lessons in Year 2 and Year 3. Older children also have the opportunity to play the ukulele. Through the Wiltshire Music Service, children can access violin, flute, piano, guitar and other instrument tuition. There is a cost attached to these lessons and instrument hire is available. Support is available for pupil premium pupils regarding costs.

Our music lessons go beyond the classroom door. During weekly Singing Worship, children are given the opportunity and skills to come together to sing in daily worship, we celebrate and welcome music diversity. To continue to inspire children’s thirst for knowledge and participation in this subject, Longford offer opportunities to perform both inside and outside of school. These include taking part in a Christmas productions; Primary Live; and musical celebration assemblies, where children perform either as a solo or in an ensemble.

Impact

The teaching of music at Longford allows children to discover different areas of strength – some which they may not know they had - as well as areas they might like to improve upon; our lessons ensure children feel a sense of achievement, develop self-confidence, increase different types of interaction with and awareness of others and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- as either listener, creator or performer.

| Autumn | Spring | Summer |
|---|--|---|
| Explorers: Reception | | |
| <p style="text-align: center;">Me!</p> <p>Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> | <p style="text-align: center;">Everyone</p> <p>Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> | <p style="text-align: center;">Big Bear Funk</p> <p>Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> |
| <p style="text-align: center;">My Stories</p> <p>Pulse, rhythm, tempo and pitch.</p> | <p style="text-align: center;">Our World</p> <p>Pulse, rhythm, tempo and pitch.</p> | <p style="text-align: center;">Reflect, Rewind and Replay</p> <p>Pulse, rhythm, tempo and pitch.</p> |

| | | |
|---|---|---|
| Listening and appraising. Singing and playing instruments. Performing and improvisation. | Listening and appraising. Singing and playing instruments. Performing and improvisation. | Listening and appraising. Singing and playing instruments. Performing and improvisation. |
| Explorers: Key Stage 1 | | |
| <p>South African Music Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> <p>Ho, Ho, Ho (Rap) Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> | <p>I wanna play in a band (Rock) Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> <p>Zoo time (reggae) Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> | <p>Friendship song Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> <p>Reflect rewind and replay (classical) Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation.</p> |
| Astronomers :Year Three/Four | | |
| <p>Mama Mia (Pop) Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>Glockenspiel 1 Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> | <p>Three Little Birds Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>The Dragon Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> | <p>Bringing us together Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>Review Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> |
| Philosophers: Year Five/ Six | | |
| <p>Classic Rock Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>Classroom Jazz Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> | <p>Ballard songs Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>Rapping Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> | <p>Motown Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> <p>Review Pulse, rhythm, tempo and pitch. Listening and appraising. Singing and playing instruments. Performing and improvisation. Notation.</p> |

