

Highfield Long Term Plan: Music



"MUSIC MAKES CONNECTIONS ALL AROUND THE WORLD. IT HELPS PEOPLE COMMUNICATE WITHOUT USING WORDS."

Highfield Pupil (2023)



Highfield Long Term Plan: Music

Highfield Vision for Music

At Highfield Primary School, we envision a music education that resonates with the heart and soul of every child, cultivating a lifelong love and appreciation for the art of sound. We believe children should be given the opportunity to acquire a basic knowledge of musical elements: rhythm, melody, harmony and listening. We want our children to have the opportunity to make simple musical decisions about the music that they hear or play based on their growing knowledge of those musical elements. At Highfield children are given the opportunity to listen to a range of musical genres particularly of the twentieth century including music from different cultures and traditions; popular and classical and have had varied opportunities to create their own.

We want our children to move to the next step in their education able to enjoy and appreciate music and carry forwards the skills of playing, composing and understanding music. They will leave us having experienced a range of percussion, string and woodwind instruments and studied all kinds of genres of music in the pursuit of finding the 'hook' that contributes a lifelong love and appreciation of music.

Musical Knowledge

Acquiring musical knowledge involves the understanding and awareness of musical concepts and principles. This knowledge can then be applied in analysis, interpretation, and critical thinking about the music that children enjoy through the Highfield curriculum. Examples of musical knowledge can include reading music and interpreting different forms of recording music, understanding theory and how historically music has changed and influenced how music is played and consumed. We want to encourage our young musicians to develop a deeper understanding of music through our ambitious curriculum.

Musical Skills




Improving musical skills encompasses the ability to apply theoretical knowledge in a practical, hands-on manner through the varied opportunities our children get. Our young musicians can then apply these skills directly in the performance, creation, and execution of music. As our pupils progress through the curriculum, these musical skills are developed through active practice, rehearsal, and practical experience. Examples can include playing an instrument proficiently, singing in tune, improvising a melody, or composing a piece of music. Through the Highfield Curriculum, every child has the opportunity to play an instrument, including the ukelele, ocarina, glockenspiel and recorder. Children also have the chance to learn the violin, cello, flute and clarinet with peripatetic music teachers.



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Musical Concepts

While they are distinct, knowledge and skills are interdependent. For this reason knowledge and skills through the Highfield Music Curriculum are mapped out together in the table below. A strong theoretical foundation (knowledge) can enhance practical abilities (skills), and practical experience can deepen one's understanding of musical concepts. But musical concepts are also fundamental ideas and principles that help our children understand and analyse music. These concepts provide a framework for studying and playing music. Understanding these musical concepts provides a foundation for our young musicians, composers, and music enthusiasts to analyse, create, and appreciate music across different styles and genres and consequently develop a deeper understanding of the complexities of music. At Highfield, the musical concepts are:

 Playing Music	 Composing Music	 Studying Music
Technical – Controlling sound (playing an instrument). “What are children technically getting better at?”	Constructive – Making Music (composing). “How does music work and fit together, using the elements of music?”	Expressive – Performance study “How does the history of music influence the way music is sung and performed?”



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Assessment

Why do we Assess?

Assessment in music helps us to understand and track our progress. It is important because it shows what we have learned and what we still need to work on. There are different types of music assessments that help us in different ways.

Formative Assessment

During music lessons, the teacher continually formatively assesses pupils' learning. Formative assessment is the day-to-day ongoing assessment, sometimes referred to as assessment for learning, and is the bridge between teaching and learning. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. Most simply, it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward. This means they are checking on how children are doing while they are learning. It is responsive and feedback is given in the moment.

Summative Assessment

In-school Summative Assessment provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups and identify where interventions may be required to ensure pupils make progress. At Highfield, whole school history summative assessments are carried out bi-annually: once at the end of the Autumn Term and then again in the Summer Term.

Music Assessment Calendar

- Bi-annual data submission of music attainment (November and May)
- Termly Audit of the music Curriculum coverage
- January & July: Subject scrutiny and monitoring of action plan (including pupil voice)
- Pre and post topic assessment



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Enrichment

Enrichment experiences play a crucial role in helping children learn abstract concepts by providing them with opportunities to explore, engage, and make connections between theoretical knowledge and real-world applications. For this reason 'Enrichment' is one of the four key drivers of the Highfield Curriculum. The 'Wider Curriculum' or 'Enrichment opportunities' are mapped out in the Wider Curriculum document.

At Highfield, learning in Music is enriched by the following experiences:

- Reception: Allerton High Band Concert, Christmas and Summer school orchestra concert
- Year 1: Allerton High Band Concert, Boom whackers workshop, Christmas and Summer school orchestra concert
- Year 2: Allerton High Band Concert, Boom whackers workshop, Christmas and Summer school orchestra concert
- Year 3: Ukelele (in school), Kala Sangam Bhangra dance workshop, Christmas and Summer school orchestra concert
- Year 4: Recorder (in school), Kala Sangam Bhangra dance workshop, Christmas and Summer school orchestra concert
- Year 5: Ocarina (in school) Steel Pans Workshop, Kala Sangam Bhangra dance workshop, Christmas and Summer school orchestra concert
- Year 6: Glockenspiel (in school), Kala Sangam Bhangra dance workshop, Christmas and Summer school orchestra concert




In 2023 the children had the opportunity to interview a popstar and 2024 the Queen's cartoonists paid a visit.

Enrichment experiences provide a dynamic and interactive approach to learning in music, fostering a deeper understanding of abstract concepts by connecting them to real-world situations, encouraging critical thinking, and promoting creativity and collaboration.

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Musical Concept, National Curriculum Reference, Unit of Work, Knowledge and Skills Progression Year Group Maps

Key: **Knowledge is blue** and Skills are underlined




EYFS	Musical Concept		<p>Technical – Controlling sound (playing an instrument).</p>  <p align="center">Playing Music</p> <p align="center">“What are children technically getting better at?”</p>	<p>Constructive – Making Music (composing).</p>  <p align="center">Composing Music</p> <p align="center">“How does music work and fit together, using the elements of music?”</p>	<p>Expressive – Performance study</p>  <p align="center">Studying Music</p> <p align="center">“How does the history of music influence the way music is sung and performed?”</p>
	EYFS Development Matters Reference		<ul style="list-style-type: none"> ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ <u>Combine different movements with ease and fluency.</u> 	<ul style="list-style-type: none"> ▪ <u>Create collaboratively sharing ideas, resources, and skills.</u> ▪ Explore and <u>engage</u> in music making and dance, performing solo, or in groups. 	<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to <u>express ideas and feelings.</u> ▪ Listen attentively, move to and talk about music, expressing feelings and responses. ▪ Listen carefully to rhymes and songs, paying attention to how they sound. ▪ Learn rhymes, poems and songs.
	Units of Work	<p>Autumn: Body sounds, patterning with sounds</p>	<p><u>Making sounds using different parts of the body, copy sounds / pattern with sounds.</u></p> <p><u>Tapping out simple rhythms</u></p>	<p><u>Making sounds fast / slow / loud / quiet</u></p> <p><u>Children to express how they feel using body sounds.</u></p>	<p>Weekly singing – <u>join in with songs</u> and learn songs linked to topic themes and Christmas production. <u>Sing call and response songs so that children can echo phrases of songs you sing which also develops speech and vocabulary.</u></p>






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	<p>Spring: Exploring playing percussion instruments</p>	<p><u>Making sounds using different instruments. Following simple picture symbols for playing instruments. Weekly singing – songs linked to topic themes.</u></p>	<p><u>Making sounds fast / slow / loud / quiet / high / low. Copy sounds / pattern with sounds. Copy simple rhythms. Use of a conductor. Opportunities for the children to work together to develop their own music using picture symbols.</u></p>	<p>Grouping instruments by the way in which they are played. <u>Weekly singing – songs linked to topic themes.</u></p>
	<p>Summer: Learning about different musical instruments</p>	<p><u>Weekly singing – songs linked to topic themes</u></p>		<p>Introduce the children to the different families of musical instruments and identify how they are played Listen to music played by specific instruments and discuss how it makes the children feel. Identify similarities and differences. Key stage 2 children to share their musical talents. Peter and the wolf – listen and discuss, identifying the instruments that are played.</p> <p>Watch, appreciate and discuss the Year 5 <u>children playing the steel pans.</u></p>




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Year 1	Musical Concept				
	Playing Music		Composing Music	Studying Music	
	National Curriculum Reference		<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ play tuned and untuned instruments musically ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ▪ 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.
	Units of Work		<p>Autumn: Can I use long and short sounds effectively in a sequence?</p> <p style="text-align: center;"><u>Exploring sounds and duration.</u> <u>Sound scores.</u></p>	<p style="text-align: center;"><u>Exploring sounds and duration.</u> <u>Body percussion.</u> <u>Bonfire composition.</u></p>	
Spring: Can I explore the sounds I can make with percussion instruments?		<p style="text-align: center;"><u>Exploring pulse, rhythm and pitch, high and low (Music Express)</u> Incorporated into <u>Spring production - Drum beat and rhythm, clap and wiggle</u></p>	<p style="text-align: center;"><u>Exploring pulse, rhythm and pitch (Music Express)</u> Incorporated into <u>Spring production - Drum beat and rhythm, clap and wiggle score.</u></p>		
Summer: Can I talk about pitch, dynamics, and rhythm in my composition?		<p style="text-align: center;"><u>Exploring instruments, symbols, timbre, tempo and dynamics (Music Express)</u></p>	<p style="text-align: center;"><u>Exploring instruments, symbols, timbre, tempo and dynamics (Music Express)</u></p>	<p style="text-align: center;"><u>Exploring instruments, symbols, timbre, tempo and dynamics (Music Express)</u></p>	




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		Year 2			
		Musical Concept		National Curriculum Reference	
		 Playing Music	 Composing Music	 Studying Music	
Units of Work	Autumn: How can I represent long and short sounds?	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> 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. 	
	Spring: What picture does this music paint in your head when you listen to it?	<p>Exploring duration, sounds pulse and pitch in musical pieces and explore using percussion instruments.</p> <p>Learn and <u>perform songs</u> for the Christmas play.</p> <p>Boomwackers – children learn to <u>perform a variety of pieces on a percussion instrument as an ensemble</u>.</p>	<p>Exploring duration, sounds pulse and pitch in musical pieces and explore using percussion instruments</p>	<p>Learn and <u>perform songs</u> for the Christmas play</p>	
	Summer: Can I play a tune on the boomwhacker with high and low sounds?	<p>Boomwackers – children learn to <u>perform a variety of pieces on a percussion instrument as an ensemble</u></p>	<p>Composition – Trains</p>	<p>Listen to Rossini’s William Tell’s Overture, identify instruments used to create effect Understand how symbols can be used to represent sounds and describe changing sounds</p>	
		<p>Boomwackers – children learn to <u>perform a variety of pieces on a percussion instrument as an ensemble</u></p>	<p>Hairy, Scary Castle Link to English Poetry unit (<u>Percussion instruments and everyday objects to make sounds</u>)</p>	<p>Exploring instruments and symbols Exploring timbre, tempo and dynamics</p>	




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Year 3	Musical Concept					
	Playing Music		Composing Music	Studying Music		
	National Curriculum Reference		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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. 	
	Units of Work		<p>Ukulele: Can I play a range of strumming patterns? Can I play the C / F / Am / G7 chords? Rhythm</p> <p><u>Can I play rhythmic patterns using clapping and on an instrument?</u></p>	<p>Composition – Victorian machines <u>Can I compose a piece of music that represents the sound of a mill?</u></p>	<p>Ukulele: How do I hold and strum a ukulele? Can I name the parts of the ukulele?</p> <p>Victorian songs: Can I recognise songs from the Victorian era?</p>	
	<p>Autumn: Can I follow a composition using percussion instruments?</p>	<p>Ukulele: Can I play songs using 'c', 'f', 'g7' and 'am' chords?</p>	<p>Children <u>compose an Egyptian God chant solo and ensemble.</u></p>	<p>Spring performance: <u>Moses and Joseph</u></p>		
	<p>Spring: How do I change chords in order to play a song? Can I compose, with my class, an Egyptian God chant?</p>	<p>Ukulele: Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords (Viva La Vida, Hallelujah)? <u>Can I perform the ukulele to an audience?</u></p>	<p><u>Can I compose, with a group, some butterfly music?</u></p>	<p>Ukulele: <u>Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords</u> (Viva La Vida, Hallelujah)?</p>		
	<p>Summer: Can I perform the ukulele to an audience? Can I compose, with a group, some butterfly music?</p>					




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Year 4	Musical Concept		 Playing Music	 Composing Music	 Studying Music
	National Curriculum Reference		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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.
	Units of Work	Autumn: Recorders, Robin Hood's Bay Concert, Sounds of the Sea composition	<u>Can I hold a recorder correctly?</u> <u>Can I play the note 'B'?</u> <u>How do I make music using a recorder?</u>	Robin Hood's Bay Concert <u>Can I sing as part of an ensemble in front of an audience?</u> Sounds of the Sea composition: <u>Can I create my own notation</u> to show how to play my composition?	Recorders: <u>Do I understand the history of the recorder?</u>
		Spring: Recorders, How do instruments produce sound? (link to Science).	<u>Can I play a semibreve and a semibreve rest, joined quavers, crochet rests?</u> <u>Can I play tied notes</u> and crotchet notes?		How do instruments produce sound? (Science link) <u>How does sound change with distance?</u> <u>Can I find patterns between the volume of the sound and the strength of the vibrations?</u> <u>Are there patterns between the pitch of the sound and the features of the object?</u> <u>How are sounds made?</u> <u>Can I show how different sounds are made and reach the ear?</u>
Summer: Can I create the sounds of the rainforest using a range of percussion instruments? Can I explain specific musical terminology?		<u>Can I explain specific musical terminology?</u>	<u>Composition – sounds of the rainforest</u> <u>Can I create my own notation to show how to play my composition?</u>		

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Year 5	Musical Concept				
	Playing Music		Composing Music	Studying Music	
	National Curriculum Reference		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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.
	Units of Work	Autumn: WWII Songs, Christmas Performance		Christmas performance: <u>Can perform as part of an ensemble</u> in front of an audience?	WW2 songs: <u>Can I recognise and appreciate music from the WWII era? How does music from the past compare to today?</u>
Spring:		River songs: <u>Can I show my understanding of the Water cycle</u> through performance and song?	<u>Moldau composition: How can timbre, dynamics, pitch and tempo represent the journey of the Moldau river?</u>		
Summer:		Steel Pans: <u>Can I draw on previous knowledge</u> to learn to play a new instrument?	<u>Can I compose my own version of an existing song?</u>	<p>Appreciate and understand the history of music and music drawn from different traditions.</p> <p><u>Can I use musical vocabulary to compare and analyse two different versions of the same song?</u></p> <p>Steel Pans: <u>Can I draw on previous knowledge</u> to learn to play a new instrument?</p>	

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Year 6	Musical Concept				
	National Curriculum Reference		Playing Music	Composing Music	Studying Music
			<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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.
	Units of Work		<p>Autumn: Renaissance Musicians including John Blanke, Mountain Songs</p> <p>Mountain Songs: <u>Can I sing and perform as part of an ensemble?</u></p>		<p>Renaissance Musicians and John Blanke</p> <p>What is the importance of John Blanke in the context of Tudor England?</p> <p>Children discern what identifies as Renaissance music by comparing music of the Tudor era, the Victorian era and now.</p> <p><u>Compare and analyse music from other countries.</u></p> <p>Can I use technical vocabulary to compare and analyse music from a range of Islamic countries?</p> <p>Mussorgsky – pictures at an exhibition: Is it possible to ‘draw’ music? How does music link to art?</p>
	Spring:				
	Summer:	<p>Y6 production</p> <p><u>Can I perform as part of an ensemble in front of an audience?</u></p>	<p>Barbara Hepworth Sculpture composition:</p> <p>Can I <u>produce music</u> by designing and <u>making</u> my own instrument?</p> <p>Can I use timbre, dynamics, pitch and tempo to represent a journey through a Gallery using my own instrument?</p>		