

Music

Vision and approach for Music

At Swanmore School, we recognise the unique place music holds within the curriculum and the distinctive set of skills it requires from both teachers and children. It is our aspiration that all children have access to experiences and teaching that enables them to become musically literate and possess opinions about what they hear, see and perform.

Key Concepts

Timbre Texture Dynamics
 Duration Pitch tempo
 Structure Improve Compose
 Sing Play
 Listen Appraise Perform Share

Content and Sequencing

Learning is sequenced so that skills and knowledge is built upon through the school e.g
 Year 1 will learn rapping and hip hop as fun to move to.
 Year 4 will use word patterns to write their own compositions.
 Year 5 will use their innate sense of pulse to perform rap.

Curriculum Drivers

Motivation

Motivation is shown through creative and enjoyable activities that encourage pupils to take part and express themselves. Teachers often use singing, playing instruments, and movement to make lessons engaging and interactive. Children are given opportunities to perform, compose simple pieces, and listen to a wide range of music, which helps spark interest and excitement. Positive encouragement and chances to share their work with others help pupils feel confident and motivated to develop their musical skills.

Reflection

Reflection is shown when pupils think about their own and others' performances and consider how they can improve. Teachers often lead discussions after singing or composing activities where children identify what sounded good and what could be developed further. Pupils may also listen back to recordings of their work and comment on elements such as rhythm, pitch, or timing. This helps them build a better understanding of music and develop their skills over time.

Perseverance

Perseverance is shown when pupils keep practising songs, instruments, or compositions even when they find them challenging. Children may need to repeat sections to improve timing, pitch, or coordination, especially when learning new instruments or complex rhythms. Teachers support this by breaking tasks into smaller steps and encouraging regular practice and improvement. Over time, pupils learn that developing musical skills takes effort and repetition, helping them build confidence and resilience.

Independence

Learning in music is not linear. Instead, the different units of work create a learning spiral, which enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Curiosity

Music teaching and learning allows children to develop an understanding and appreciation for the music that surrounds them in a variety of different contexts. Teaching develops children's curiosity, encouraging them to explore the intention, creation and perception of music developing an interest to experiment with and developing a sound of their own.

Links with Mathematics and English

- Opportunities to apply their English skills:
- Personal responses to stimuli
 - Written evaluations (balanced response)
 - writing of lyrics

Progressive

- Evidence of the creative process will be clear – responses to stimuli, ideas gained from improvisation and composition, rehearsal and final product

Inclusive

- Task support is varied to support children to access the task.
- Learning is challenging and personal instrumental skills are recognised.

<ul style="list-style-type: none">➤ Story telling through music – link between words and effect➤ Lyrics and rhyme Opportunities to apply their Mathematics skills: <ul style="list-style-type: none">➤ Counting, rhythm, patterns, symbols, notation, structure, scales, intervals, melody	<ul style="list-style-type: none">➤ Children can talk confidently, using the technical vocabulary appropriate to their year group, about music they have listened to and that which they have created.➤ Evidence of children applying their understanding after the unit of learning.	<ul style="list-style-type: none">➤ Children’s starting points are identified using assessment tools and teaching builds on prior knowledge.➤ The curriculum is practical to engage all.
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