



## Music at The Mead Academy Trust

*'Music belongs to everyone' – Zoltán Kodály*

<b>Music Intent</b>	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and a deep understanding of the elements that underpin it. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of musical styles and genres. Musical skills are taught in such a way that all children can access and apply them, regardless of musical background and previous experience. There are regular performance opportunities across the year, including Young Voices, Christmas Performances and the Whole School Show.
<b>Music Implementation</b>	<p>At The Mead and Castle Mead music is planned and delivered by a music specialist teacher. At River Mead music is delivered by class teachers who use the music scheme 'Charanga'. Both schemes are based around the sequential development of musical skills, with singing at the core, that enables children to become well rounded musicians. Using the Model Music Curriculum as guidance, the scheme focuses on four key areas of musicianship:</p> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Listening</li> <li>- Composing</li> <li>- Performing/Instrumental performance</li> </ul> <p>Each of these key areas are recognised as equally important aspects of musicianship, which are connected and interdependent. These key areas form a firm foundation of musical understanding, and provide the context in which the interrelated dimensions of music can be explored. Each lesson is structured to include discrete pitch, rhythm, pulse and listening activities, as well as building a repertoire of songs, and a main activity which usually focuses on composition or performance.</p>
<b>Resources</b>	Music studio, a range of tuned and untuned percussion instruments, recorders, ukuleles, chromebooks/ipads, Spotify, visits from musicians, trips to local concerts.

<b>Music Concepts (Aims and purpose of NC)</b>	<b>Substantive Conceptual Knowledge (Revisited over time)</b>
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch,</li> </ul>	Rhythm, pitch, dynamics, tempo, pulse, timbre, duration, style, texture, structure, performance technique, notation, musical history, genre, styles and traditions

duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
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<b>Substantive Concept</b>	<b>Revisited over time in these topics (Music topics are separate to cornerstones topics)</b>
Rhythm	Year 1: Exploring Percussion (Term 1), Pulse and Rhythm (Term 5), Rhythm Games (Term 6) Year 2: Exploring Sounds and Symbols (Term 3), Rhythm + Pulse (Term 5) Year 3: Structures of Music (Term 3), Reading Notation (Term 4) Year 4: Pentatonic Music (Term 1), Group composition (Term 5), Music Technology (Term 6) Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape Composition (Term 4), Rounds, Canons & Polyrhythms (Term 6) Year 6: Songwriting (Term 1), Reading Staff Notation (Term 3), Samba (Term 4)
Pulse	Year 1: Exploring percussion (Term 1), Pulse and Rhythm (Term 5), Rhythm Games (Term 6) Year 2: Exploring Sounds and Symbols (Term 3), Rhythm + Pulse (Term 5) Year 3: Reading Notation (Term 4) Year 4: Pentatonic Music (Term 1), 12 Bar Blues (Term 4) Group Composition (Term 5) Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Rounds, Canons & Polyrhythms (Term 6) Year 6: Songwriting (Term 1), Reading Staff Notation (Term 3), Samba (Term 4)
Dynamics	Year 1: Exploring Percussion (Term 1), Long/Short sounds (Term 3), Group Composition (Term 4) Year 2: Exploring Sounds and Symbols (Term 3), Narrative Composition (Term 4), Moving to Music (Term 6) Year 3: Group Composition (Term 1), Instruments of the Orchestra (Term 5), Graphic Scores (Term 6) Year 4: Graphic Scores (Term 3), Group Composition (Term 5) Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape composition (Term 4) Year 6: Reading Staff Notation (Term 3), Samba (Term 4)
Tempo	Year 1: Exploring Percussion (Term 1), Long/Short sounds (Term 3), Group Composition (Term 4), Pulse and Rhythm (Term 5), Rhythm Games (Term 6) Year 2: Exploring Sounds and Symbols (Term 3), Rhythm and Pulse (Term 5), Moving to Music (Term 6) Year 3: Group Composition (Term 1), Graphic Scores (Term 6) Year 4: Graphic Scores (Term 3), 12 Bar Blues (Term 4), Group Composition (Term 5), Music Technology (Term 6) Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape composition (Term 4), Rounds, Canons & Polyrhythms (Term 6) Year 6: Reading Staff Notation (Term 3), Samba (Term 4)
Pitch	Year 1: Long/short sounds (Term 1), Christmas (Term 2) Year 2: High and Low Pitches (Term 1), Christmas (Term 2), Narrative Composition (Term 4), Moving to Music (Term 6) Year 3: Recorders (All terms), Christmas (Term 2) Instruments of the Orchestra (Term 5) Year 4: Ukulele (All terms), Pentatonic Music (Term 1), Christmas (Term 2), Group Composition (Term 5), Music technology (Term 6)

	<p>Year 5: Ostinatos and Riffs (Term 1), Christmas (Term 2), Soundscape composition (Term 4), Music Technology (Term 5), Rounds, Canons &amp; Polyrhythms (Term 6)</p> <p>Year 6: Songwriting (Term 1), Christmas (Term 2), Reading Staff Notation (Term 3), Music Technology (Term 5), Leaver's Show (Term 6)</p>
Timbre	<p>Year 1: Exploring percussion (Term 1), Long/Short sounds (Term 3)</p> <p>Year 2: Exploring Sounds and Symbols (Term 3), Moving to Music (Term 6)</p> <p>Year 3: Group Composition (Term 1), Instruments of the Orchestra (Term 5)</p> <p>Year 4: Pentatonic Music (Term 1), Graphic Scores (Term 3)</p> <p>Year 5: Samba (Term 3), Soundscape Composition (Term 4)</p> <p>Year 6: Samba (Term 4)</p>
Duration	<p>Year 1: Long/short sounds (Term 3), Rhythm games (Term 6)</p> <p>Year 2: Exploring sounds and symbols (Term 3), Rhythm and Pulse (Term 5)</p> <p>Year 3: Group Composition (Term 1), Structure of Music (Term 3), Reading notation (Term 4), Instruments of the Orchestra (Term 5), Graphic Scores (Term 6)</p> <p>Year 4: Pentatonic Music (Term 1), Graphic Scores (Term 3)</p> <p>Year 5: Samba (Term 3), Soundscape composition (Term 4)</p> <p>Year 6: Songwriting (Term 1), Reading Staff Notation (Term 3), Samba (Term 4)</p>
Texture	<p>Year 1: Exploring Percussion (Term 1)</p> <p>Year 2: Exploring Sounds and Symbols (Term 3), Narrative Composition (Term 4), Moving to Music (Term 6)</p> <p>Year 3: Structure of Music (Term 3), Instruments from the Orchestra (Term 5), Graphic Scores (Term 6)</p> <p>Year 4: Graphic Scores (Term 3), Group Composition (Term 5)</p> <p>Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape composition (Term 4), Rounds, Canons &amp; Polyrhythms (Term 6)</p> <p>Year 6: Reading Staff Notation (Term 3), Samba (Term 4)</p>
Structure	<p>Year 1: Long/short sounds (Term 3), Group Composition (Term 4)</p> <p>Year 2: Exploring Sounds and Symbols (Term 3), Narrative composition (Term 4), Rhythm and Pulse (Term 5), Moving to Music (Term 6)</p> <p>Year 3: Group Composition (Term 1), Structures of Music (Term 3), Reading Notation (Term 4), Graphic Scores (Term 6)</p> <p>Year 4: Pentatonic Music (Term 1), Graphic Scores (Term 3), 12 Bar Blues (Term 4), Group Composition (Term 5)</p> <p>Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape composition (Term 4), Music Technology (Term 5), Rounds, Canons &amp; Polyrhythms (Term 6)</p> <p>Year 6: Songwriting (Term 1), Reading Staff Notation (Term 3), Samba (Term 4), Music Technology (Term 5)</p>
Performance Technique	<p>Year 1: Christmas (Term 2), Group Composition (Term 4)</p> <p>Year 2: Christmas (Term 2), Exploring Sounds and Symbols (Term 3), Narrative Composition (Term 4)</p> <p>Year 3: Christmas (Term 2), Recorders (All terms), 12 Bar Blues (Term 4)</p> <p>Year 4: Ukuleles (All terms), Pentatonic Music (Term 1), Christmas (Term 2), Group Composition (Term 5)</p> <p>Year 5: Christmas (Term 2), Samba (Term 3), Rounds, Canons and Polyrhythms (Term 6)</p> <p>Year 6: Songwriting (Term 1), Christmas (Term 2), Samba (Term 4), Leaver's Show (Term 6)</p>
Notation	<p>Year 1: Long/short sounds (Term 1), Rhythm Games (Term 6)</p> <p>Year 2: Exploring sounds and symbols (Term 3), Rhythm and Pulse (Term 5)</p> <p>Year 3: Recorders (All terms), Reading notation (Term 4), Graphic Scores (Term 6)</p> <p>Year 4: Pentatonic Music (Term 1), Graphic Scores (Term 3), Music technology (Term 6)</p> <p>Year 5: Ostinatos and Riffs (Term 1), Samba (Term 3), Soundscape composition (Term 4), Music Technology (Term 5), Rounds, Canons &amp; Polyrhythms (Term 6)</p>

	Year 6: Songwriting (Term 1), Reading Staff Notation (Term 3), Samba (Term 4), Music Technology (Term 5)
Musical history, genre, styles and traditions	Present through all yeargroups and terms through weekly listening activities and focusing on different musical periods and composers.