

Leicestershire Music Primary Scheme of Work

The LM Primary Scheme is a whole school music scheme that can be used by non-specialist primary teachers to teach the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). This is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the 6 units of work.

Substantive Knowledge

Children will develop and secure the substantive knowledge of the interrelated dimensions of music.

| Interrelated Dimensions of Music | | | |
|-------------------------------------------------------------------------------------------------------|----------|--------|-----------|
| Rhythm (referred to as 'Duration' on NC) | | Pitch | Texture |
| Tempo | Dynamics | Timbre | Structure |
| (Notation / Pulse sometimes also referred to as inter-related dimensions but not specified on the NC) | | | |

While each Unit has a key focus, each one is built around all of the inter-related dimensions of music, taking a holistic approach to the development of musicianship. Substantive knowledge in the scheme also involves learning about music across a range of historical periods, genres, styles and traditions.

Disciplinary Knowledge

Disciplinary knowledge requires knowing how to interpret and apply this knowledge in practice to control sounds and create music, whether singing, playing instruments, improvising, composing and performing. The LM Primary Scheme focuses on the practical application and interpretation of substantive knowledge through disciplinary knowledge to develop creative, original musical work. Children work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

By bringing this all together through regular music making, each year group can build on the previous one, enabling children to be ready for the next stage in their musical education.

Please see below for a breakdown of the key substantive and disciplinary knowledge within the scheme. Separate Year group progression maps for each Unit of work are also included as part of the scheme.

EYFS

Substantive knowledge

- Understand **pulse** as the regular 'heartbeat of the music'
- Understand that **tempo** means how fast or slow music is
- Understand that music is made up of different **durations** of notes. Understand **rhythm** as a pattern of different durations
- Understand **pitch** as how high or low a note is
- Understand **dynamics** changes in songs and why we might use them.
- Understand that symbols or pictures can be used as graphic **notation** to record musical ideas.
- Have awareness of a few different musical genres, e.g. Big Band music, country music, beatboxing

Disciplinary Knowledge

| Singing | Composing | Musicianship |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Control voice to pitch match the melody (2-3 notes) | Create different rhythms on untuned instruments | Show knowledge of pulse through clapping, tapping, marching. |
| Show knowledge of pulse when singing through movement and actions | Create a simple rhythmic ostinato to match syllable patterns (using picture cards) | Demonstrate ability to respond to tempo and show expression through movement with ribbons, scarves |
| Control changes in dynamics when singing by following a lead. | Create music using simple features of genres identified with teacher support | Tap out rhythm of name |
| Respond to tempo changes when singing | | Follow a graphic score (pictures) to perform music |
| | | Begin to aurally recognise a high, middle or low pitch from 3 notes heard. |
| | | Sing / play in time to a backing track |

Years 1 and 2

Substantive knowledge

- Understand **pulse** as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in **tempo**.
- Understand that **tempo** means how fast or slow music is and describe changes within a piece
- Know the **structure** of a 'call and response song'
- Understand the difference between **rhythm** and **pulse**
- Know the meaning of 'legato' and 'staccato' to describe **duration**
- Know about changes in **dynamics** and the meaning of visual symbols for crescendo and diminuendo (decrecendo)
- Compare different **itches** and know what the cuckoo interval is
- Know what **dot notation** (y1) and **stick notation** (Yr 2) are used for.
- Describe some different types of **timbres**
- Have awareness of a widening range of different musical genres and their features, e.g. Folk music, Experimental, Disco, Film music, Beatles, Modern Bhangra

Disciplinary Knowledge

| Singing | Composing | Musicianship |
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| Control voice to pitch match simple melodies with accuracy (3-5 notes) Be able to respond to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause) when singing | Improvise simple vocal chants, using question and answer phrases. Create rhythms using word phrases as a starting point Create musical sound effects and short sequences of sounds in response to stimuli Use music technology to capture, change and combine sounds. | Show knowledge of pulse through a growing accuracy in clapping, tapping, marching, changing the speed of the beat as the tempo changes. Group beats in 2s and 3s by tapping on the first (strong) beat in each group Perform copycat rhythms back to teacher Recognise the cuckoo interval when heard and copy it vocally or on tuned percussion Play long and short sounds on instruments Follow and create simple musical directions for faster, slower, stopping and starting. Interpret graphic notation, dot notation (y1) and stick notation (y2) and use it to record own compositions |

Years 3 and 4

Substantive knowledge

- Describe different **dynamics** (forte / piano /) (includes Yr 4 crescendo / decrescendo)
- Compare different **pitches** and identify instruments that create high / low pitches.
- Know what a pentatonic scale is
- Understand the difference between major and minor triads (Yr 4)
- Understand that **tempo** means how fast or slow music is and be able to describe music using words like steady or speeding up including 'allegro' / 'adagio' (Yr 3) and 'accelerando' / 'rallentando' (Yr 4)
- Understand that different instruments have different **timbres** (sounds) and can be played in different ways (including legato / staccato)
- Recognise basic musical **structure**, e.g. rounds
- Know what the clef and stave are and why there are lines and spaces. Know 'do-me' (Yr 3) and 'do-so' (Yr 4)
- Have a greater awareness of a widening range of different musical genres and their features, e.g. House, Rock & Roll/Blues, Reggae, Musicals, Minimalism. Rap

Disciplinary Knowledge

| Singing | Composing | Performing |
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| <p>Sing and play confidently and fluently, maintaining a steady pulse</p> <p>Sing with an awareness of my breathing and pronunciation</p> <p>Maintain an independent part in a small group when singing (Yr 4)</p> | <p>Begin to create simple rhythmic patterns, melodies and accompaniments</p> <p>Improvise short on-the-spot responses using a limited note-range</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Make compositional choices about major or minor key to reflect a desired mood (Yr 4).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Know how to use technology to create, change and combine sounds.</p> | <p>Maintain a part in a piece / rhythm game consisting of two or more parts.</p> <p>Maintain an independent part in a small group when playing</p> <p>Hear a melody and match dot notation to it or create a graphic score to represent it.</p> <p>Use standard or graphic notation to notate a melody.</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Listen and copy rhythmic patterns.</p> <p>Play rhythms confidently while maintaining an appropriate pulse.</p> <p>Demonstrate an understanding of the differences between pulse and rhythm through playing an instrument.</p> <p>Demonstrate quality of key musical skills and elements from different musical genres</p> |

Years 5 and 6

Substantive knowledge

- Know standard notation for **rhythm** and **pitch**
- Know what a time signature means relating to **pulse**
- Understand how triads are formed in different ways
- Have a strong awareness of a wide range of different musical genres and their features, e.g. Jazz, Expressionism, Film music, Hip Hop, Minimalism, War-time music

Disciplinary Knowledge

| Singing | Composing | Performing |
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| <p>Sing observing phrasing, accurate pitching and appropriate style</p> <p>(Y6 sing syncopated rhythms)</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Follow and perform a vocal piece using a graphic or notated score.</p> <p>Experiment with and refine sounds with my voice.</p> | <p>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p> <p>Improvise freely over a drone</p> <p>Improvise over a simple groove, responding to the beat.</p> <p>Compose melodies made from pairs of phrases</p> <p>Compose a short ternary piece (y5) or music with multiple sections that include repetition and contrast (Y6).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology</p> | <p>Maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>Perform pitch notation within an octave</p> <p>Play short rhythmic phrases at sight using known notation</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation</p> <p>Accompany a melody using block chords or a bass line</p> <p>Play by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Recognise when going out of time (Y6)</p> |

