

Subject Overview – 2022/23– Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children who are young musicians and continue to learn instruments as their own enrichment activity.

Children can communicate musically and with confidence.

Implementation

Clear evidence of progression in categories and concepts shown through musical ability on instruments, in performances, and through Showbie evidence.

Children can confidently use a range of musical instruments such as tuned and untuned percussion.

Children can apply musical knowledge and understanding to other areas of the curriculum and wider daily life.

Committed music subject leaders.

Sequenced whole-school music curriculum.

Provide a wide range of musical resources.

Exposing children to a wide range of musical instruments and providing regular opportunities to become young musicians.

Children can apply key musical elements both orally and practically.

Children who are able to be expressive with music and relate this to their own thoughts, feelings and creative purpose.

To encourage and develop expression through music in order to develop emotional wellbeing, confidence and the ability to reflect on feelings through music.

Music

To experience a creative and diverse curriculum that provides children with opportunities to explore the elements of music through a multitude of practices, genres and musical concepts.

Concepts:

- Appreciation
- Composition
- Performance
- Theory

Intent

Categories:

- Rhythm
- Pitch
- Duration
- Tempo
- Timbre
- Pulse/Metre
- Melody
- Dynamics
- Texture
- Structure
- Tonality
- Articulation



Children can analyse and evaluate pieces of music, deciding on the composers intent upon listener as well as explaining the impact it has on their own emotions and feelings.

Frequent use of musical tier 3 vocabulary.

Celebration of culture, religion, race and social diversity through music.

Use cross-curricular links to enhance musical knowledge.