



Lighthouse Federation



Music

Our Key Concepts

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” *National Curriculum 2014*

We have developed the following key concepts, that are woven through our music curriculum, helping children to understand that music is one of the central building blocks of any culture and that the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.

	Subject (What is piece of music about)	Form (How is a piece of music put together)	Content (Why has a piece of music been made?)	Culture (Who has made the music)
Links the overarching aims of our curriculum.	By studying the subject within music, the children will learn about humankind, it's interests, desires and the world around them past and present.	We want children to believe they have the power to be creative and contribute to the world around them.	We want the children to recognise their own talents and know that they can create music to express themselves and communicate with others. Children will understand how music builds identity and acts as a record of human experience and existence.	We want the children to acknowledge and be inspired by the talents of musicians and performers, past and present. Through this they will develop a deeper understanding of the diversity of societies and cultures and develop a strong respect and appreciation of those around them and of those that have gone before them.
General Aims	By exploring the Subject within music, the children will discover the inspiration behind pieces of music. They will explore the topic, focus, event, theme or idea within music and learn to make decisions about the music they want to create.	Children will engage in the creative process, with its wide horizons of possibility. They will be given the opportunity to contribute to musical culture in unique and valuable ways. As they travel through the Key Stages, they will develop the craft of	Children will explore pieces of music and identify the statement the composer / musician wishes to make. They will ask and answer questions about the expression or mood that is conveyed and interpreted by the listener.	Children will learn to listen critically to a wide range of music from the past and present and from other countries and cultures, expanding their musical horizons They will understand the important role music plays across the world.

		creating compositions and fashioning these into short pieces using instruments.		
	Subject (What is piece of music about)	Form (How is a piece of music put together)	Content (Why has a piece of music been made?)	Culture (Who has made the music)
Early Years	Children will become familiar with a range of songs and pieces of music and be able to talk about what they are about. They will use instruments and voices to describe the world around them.	Children will learn that music can be created in many different ways through the use of our own voices and different instruments. They will become familiar with how to play percussion instruments and describe the sounds they can make. They will put together different sounds to make a piece of music. They will understand what a beat is and be able to maintain a steady beat through a piece of music.	Children will learn that music has been created for different reasons, including for telling stories, describing events and reflecting on the world around us. They will listen to a piece of music and consider how it make them feel and what they like and dislike about it. Children will give reasons for the music they have made and explain what it means to them.	Children will explain where they hear music, learning that it is everywhere and plays an important part in people’s lives. They will listen to music from the past and from around the world and begin to compare similarities and differences.
Key Stage 1	Children will understand that music represents events, objects, seasons etc and has also be created to tell stories. They will identify the subject of songs by listening to lyrics, e.g ‘London’s burning.’ They will listen to classical music and learn what it is about e.g Holst’s ‘Planet Suite.’ Children will make decisions on the subject matter when creating their own pieces of music.	Children will understand how pieces of music are put together using different instruments and the human voice. They will identify that music often has a beginning, middle and end and consider this when making their own music. They will begin to notice that sounds and music varies in terms of rhythms, tempo, duration and dynamics and they will learn how to create and perform their own rhythm patterns. They will begin to understand that music can be represented visually and they will learn how to use simple graphic symbols such as dot and stick notation. They will learn to produce different qualities of sound (timbres) such as crisp and scratchy sounds on appropriate instruments and different sounds with the own voices. They	Children will know some of the main reasons why people have made music including expressing a feeling, telling a story or recording or celebrating an event. They will express opinions about music and articulate what they think it is about or how it makes them feels. They will understand that the elements of music can help to express convey these reasons such as the use of tempo for sadness or excitement. Children will choose their own sounds and elements to represent different things (ideas, thoughts, feelings, moods etc. and discuss what they are looking to or have achieved.	Children will understand that people have always created sounds and music and they will become familiar with some of these within the topics they study. They will start to talk about the style of a piece of music from history or from around the world and link it to other music they have heard. They will identify what a piece of music might tell us about the people who made it or how they see the world.

		make choices about the sounds they want to make.		
Lower KS 2	Children will learn that subject matter for music can be invented or created from the imagination. They will learn that the subject for music can be an impression, or represent movement or an emotion.	<p>Children will explore the methods a composer / musician has used to represent real objects or to convey ideas or expressions using the elements of texture, timbre, pitch and melody.</p> <p>They will understand the different instruments within the orchestra that have been chosen in creating a piece of music and why.</p> <p>They will explore the use of structure in songs including verses and choruses.</p> <p>They will choose from the range of elements and structures to create their own music using tuned and un-tuned instruments and digital technologies.</p> <p>Children will learn how to combine known rhythmic notation with letter names, to create short, pentatonic phrases and simple chord progression.</p> <p>singing</p>	<p>Children will understand the reasons music is created e.g as an expression of emotions, commemoration of historical events, celebration and how it helps describe the wonders and the horrors of the world around them.</p> <p>Children will understand that a composition is a snapshot of the mind and emotions of the composer at the time of creation.</p> <p>They will critique pieces of music and make suggestions of what they music might be conveying or, if they know the subject, how the music is attempting to convey this.</p> <p>They will listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>They will also learn that music is closely tied to religious expression and that it can be spiritual in nature.</p> <p>Children will create music for a range of purposes and explain what this is and the impact they aim to achieve in the listener.</p> <p>Children will listen to songs and communicate the meaning of the words. They will consider the structure of a song and articulate its mood and meaning, linking it the words used.</p>	<p>Children will understand that music has been an integral part of society since ancient times and explain why this might be, making connections to their own views of music and song.</p> <p>Children will listen to songs that have been passed on through the ages and recognise different styles.</p> <p>They will talk about how songs from different cultures connect people to the world.</p> <p>They will know that music has helped humans come together as a group of people and form identities.</p> <p>They will appreciate the importance of music in bringing people from all walks of life and from around the world together.</p>
Upper KS 2	Compare the subject matter of music through time and ask questions about different cultures and different time periods, looking for similarities and differences. Children will explore how different cultures / societies and movements focussed on particular subject material. They will learn that the subject can be	<p>Children will analyse pieces of music and suggest why the musician / composer made certain choices when creating or performing a piece.</p> <p>They will understand the importance of organisation and articulate how this contributes to the aesthetic success or failure of a work.</p> <p>They will identify a full range of</p>	<p>Children will talk about feelings created by music, justifying their opinion with reference to Musical Elements.</p> <p>They will identify the musical style of a song and understand its style in relation to its purpose. They will become familiar with, and understand trends in song-writing.</p>	<p>Children will describe different purposes of music in history/ other cultures.</p> <p>They will understand how music transcends time and know that it exists because it is a language that communicates with people through the ages. They will identify where music from the past is still influential</p>

	<p>based can be abstract and represent something imagined. Children will be able to make informed critiques of the representations of subject material.</p>	<p>instruments by ear and through a range of media: including sections of the orchestra, digital instruments and the human voice. They will discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Children will show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. They will create music in response to music and video stimulus and use music technology, if available, to capture, change and combine sounds. They will compose their own pieces, choosing from the full range of elements – rhythm, tempo, pitch, dynamics, pitch, timbre and texture. They will create melodies using four or five notes and a variety of different musical devices including rhythms and chords. Their music will reflect their given intentions and they will learn to record it using standard notation.</p>	<p>Children will understand that through music, our feelings and thoughts are often awakened and we can be drawn into another world. They will understand how it can be a spiritual journey, transporting and teaching us about ourselves and others and giving us a different perspective on the world. Children will perform songs ways that reflect the meaning of the words, the venue and sense of occasion so that the audience understands and appreciates it. Children will create their own work in order to express something about themselves or the world.</p>	<p>today. They will discuss with others how connected they feel to a piece of music or song and explain why. Children will understand the important role music has in reflecting the societies within which it was created. Children will consider the changing</p>
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