

## Leicestershire Music Mixed Age Primary Scheme of Work

The LM Mixed Age 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 cyclically through a condensed number of units.

### **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.

The mixed age units focus on core skills and are designed to ensure that all pupils access carefully sequenced learning that introduces new skills at an age-appropriate level while also providing sufficient challenge for more experienced learners. Key concepts are revisited but in different contexts for Cycle A and B, building strong foundations. Opportunity for increased depth and development of independent skills ensures progression.

EYFS

**Substantive knowledge**

- Begin to understand **pulse** as the regular 'heartbeat of the music'
- Begin to understand that **tempo** means how fast or slow music is
- Begin to understand that music is made up of different **durations** of notes. Understand **rhythm** as a pattern of different durations
- Begin to understand **pitch** as how high or low a note is
- Begin to understand **dynamic** changes in songs and why we might use them.
- Begin to understand that symbols or pictures can be used as graphic **notation** to record musical ideas.

**Disciplinary Knowledge**

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

## 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 (decrescendo)
- Compare different **pitches** 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**

### Disciplinary Knowledge

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