

Core Intent

The core intent of the **Masters of Melody** scheme for music is to ensure that all children are given the opportunity to **develop as musicians** and **become more musical** throughout their time at primary school. The scheme aims to provide them with a **solid foundation for the study of music into KS3 and beyond** as well as helping to develop **a lifelong love for music**. Opportunities are provided to experience a **rich and diverse** repertoire of musical styles and genres through **active listening**. While children will experience a wide range of these through following our scheme, this is by no means a substitute for experiencing **live music and performance**. Opportunities for this should be sought wherever possible through avenues such as partnership with other local primary schools, secondary schools and your music hub. Inviting musicians into your setting or conducting trips to musical concerts and performances will also provide invaluable experiences for pupils.

Masters of Melody

Masters of Melody is built around the key musical skills of **composing, listening, singing** and **performing/instrumental performance** as set out in the **2021 Model Music Curriculum**. Progression is made in each of these areas through our spiral curriculum, where deeper learning occurs through revisiting and building upon the foundations laid in earlier years. Central to this is knowledge of the **interrelated dimensions of music**. These are: **timbre, texture, dynamics, structure, pitch, tempo, duration** (incorporating **rhythm, pulse/beat** and **metre**) and **musical notation**. A deepened knowledge and understanding of each of these will be gained throughout the course of the scheme, supported by our friendly **Melody Masters** band of birds, who will appear throughout children's learning journeys to support knowledge acquisition in each of these key areas. Learning will be underpinned by a broad range of pre-existing and original songs and music, carefully curated to help children access musical styles and traditions that they may not otherwise encounter.

Instruments

While breadth of exposure to different musical genres and styles is crucial to the primary music experience, it is important, when it comes to developing skills in performance and composition, that children are given the opportunity to **deepen their understanding** and **skills of musicianship** in a singular musical instrument, rather than acquire basic skills in many. To this end, whilst our scheme provides guidance for the use of multiple instruments in the classroom, we recommend that you focus on **depth of learning in your chosen instrument** rather than selecting a new instrument to learn skills in each year. Our scheme of learning for instrumental skill assumes that you have followed this route.

Composing and Improvising

Composing and improvising was cited as an area of weakness across primary settings in a 2023 Ofsted report. **Masters of Melody** aims to address this through providing repeated opportunities to practise these skills throughout. Children will create their own planned music using graphic and staff notation as well as improvised melodies and harmonies to complement the music they are studying.

We are fully aware that both budget constraints and physical limitations may provide barriers to achieving high quality music provision for all. Through following the **Masters of Melody** scheme, opportunities are plentiful for achieving the objectives as outlined in both the national curriculum and model music curriculum for every pupil using the resources which are available to you. Where class sets of musical instruments are unavailable, we recommend making good use of 'free' instruments, such as the human voice and body percussion. Tuned percussion can also be easily created using recycled materials and where access to devices is available, there are lots of free music apps which can be used for composing and recording music. A list of those we would recommend is included in the guidance documents for each unit.