



MUSIC

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS

NATIONAL CURRICULUM STATEMENT

Purpose of study

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Sing a range of well known nursery rhymes and songs. (EYFS)
- Perform songs, rhymes, poems and stories with others and, (when appropriate) try to over in time with the music. (EYFS)
- (Expressive Arts and Design - Being imaginative and Expressive)

OUR INTENT

- By the time our children leave our school, our Music provision will have provided our children with a greater sense of creativity. Aiming to provide a deeper appreciation of music, whilst increasing their self-confidence and ability to perform. We will have celebrated a diverse musical spectrum, allowing the children to unlock their potential across a range of instruments.

The Federation of the Church Schools of Shalfleet and Yarmouth

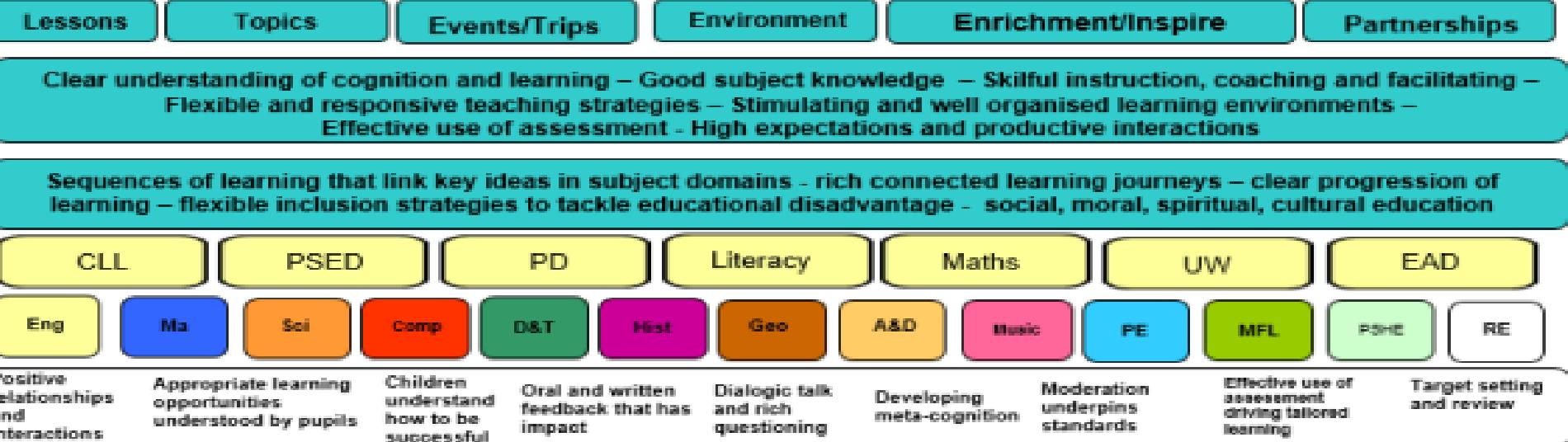
Curriculum for Learning Overview

What are we trying to achieve?

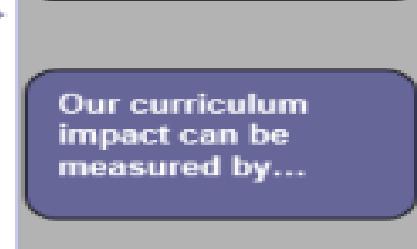


The curriculum as the entire planned learning experience ←

How do we implement?



What is the impact?





MUSIC AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



Federation Vision for Music – Intention for Children	Big Ideas  Listen – gaining a knowledge of a breadth of musical compositions through listening to great composers/musicians. Create – composing music on their own and with others and having the opportunity to try a range of musical instruments. Explore – looking at how music is created, produced and communicated through the inter-related dimensions. Evaluate – evaluating music across a range of historical periods and genres.	Content and Sequencing (Broad, relevant and balanced)  <ul style="list-style-type: none"> - Children develop listening skills through understanding a range of live and recorded music (KS1) To recall sound with increasing aural memory (KS2) - Use their voices, expressively and creatively in song, chant and rhyme (KS1) Performing in solo and ensemble contexts using control and expression (KS2) - Play tuned and untuned instruments (KS1) Playing in solo and ensemble contexts with increased accuracy and fluency (KS2) - Create, select and combine sounds that connect (KS1) Improvise and compose music using staff and other musical notations (KS2)
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Vision for the Federation Learning Principles in Music							
Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Children's reading of music is underpinned by their mathematical knowledge work within numeracy. In addition, their aural skills developed through speaking and listening tasks.	Being able to work in ensembles to create compositions together that they will perform and evaluate.	Children develop a positive and critical engagement with music, enabling them to reflect on their own compositions.	Appreciating and valuing all children's work and skills, increasing their confidence to perform and their sense of achievement.	We enable the children to progress to the next level of musical excellence through the opportunities and contexts of the musical tasks we give them.	Enabling the children to develop a deep love of music and express their talent as musicians through creative tasks and experiences.	Giving children the opportunity to create, compose and perform their own music in their own style.	Global links through listening to and investigating musical genres from different cultures around the world.

Links with English and Maths	 	Progress		Support	
Number: Sequencing, counting and pattern. Fractions English: Rhyme, poetry and lyrical composition.		Video/music recording to show children's compositions being performed to a level expected of their key stage. Language and complexity of lyrics that have been written down.		Everyone has access to the Music National Curriculum. Instruments used adapted to individual children's needs. Simpler parts assigned to children so that they can still achieve the goal of their group.	

PROGRESSION OF SKILLS- FOUNDATION STAGE AND KEY STAGE I

1. Rhythm
2. Vocal
3. Instrumental
4. Listening
5. Musical Elements

PROGRESSION OF SKILLS- KEY STAGE 2

1. Rhythm
2. Vocal and Instrumental-Play and Perform
3. Vocal and Instrumental- Improvise and compose
4. Listening
5. Musical Elements and Notation
6. Music History



The Federation of the Church Schools of Shafleet and Yarmouth

Foundation Plans, Progression and Coverage

Music	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p>Expressive Arts and Design</p> <p>Creating with materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and, (when appropriate) try to move in time with music. 	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils should be taught to:</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils should be taught to:</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>
Skills	<p>Rhythm</p> <p>To tap out simple rhythms</p> <p>To make simple rhythms using a variety of media and materials</p> <p>Vocal</p> <p>To sing to self and make up simple songs</p> <p>To sing simple and familiar songs</p> <p>To build a repertoire of songs and dances</p> <p>Instrumental</p> <p>To explore sounds using a range of medias e.g. musical instruments, body, different surfaces, equipment etc.</p> <p>To explore the different sounds of instruments</p> <p>To use a range of sounds they have explored to express their thoughts and feelings</p> <p>Listening</p> <p>To listen to a range of music</p> <p>To imitate movement in response to music</p>	<p>Rhythm</p> <p>To clap out rhythms that use different durations e.g. long and short beats</p> <p>To chant rhythms that use different durations</p> <p>Vocal</p> <p>To use their voice to change pitch (high and low), duration (short and long) and dynamics (loud and soft)</p> <p>To sing familiar songs, rhymes and chants using expression (dynamics)</p> <p>Instrumental</p> <p>To play untuned instruments (drums, tambourines, maracas, rain sticks, blocks, castanets etc)</p> <p>To play tuned instruments (glockenspiels, xylophones, recorders, keyboards etc)</p> <p>To be able to name instruments I have experienced</p> <p>Listening</p> <p>To listen to a variety of live and recorded music</p> <p>To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc</p> <p>To discuss how a piece of music they have listened to makes them feel and what they think about it</p> <p>Musical Elements</p>	<p>Rhythm</p> <p>To copy a rhythmic phrase</p> <p>To clap the rhythm of a song whilst others tap the pulse</p> <p>To play the rhythmic structure of a song</p> <p>Vocal and Instrumental-Play and Perform</p> <p>To sing or play instruments using the musical elements taught in Key Stage 1</p> <p>To begin to choose and use different dynamics and tempos when playing</p> <p>To choose the most appropriate way to perform a song and choose an instrumental sound to accompany it.</p> <p>To begin to sing in parts as a round</p> <p>Vocal and Instrumental- Improvise and compose</p> <p>To create rhythmic and musical phrases using a simple structure (ABA)</p> <p>To create an up and down (pitch) tune</p> <p>To compose and improvise rhythmic and melodic phrases that include musical elements taught so far</p> <p>Listening</p> <p>To begin to play simple tunes by ear</p> <p>To recognise and pick out individual key instruments in a simple piece of music</p> <p>To listen to and recall songs from memory</p>	<p>Rhythm</p> <p>To copy and improvise a rhythmic phrase</p> <p>To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music)</p> <p>To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p> <p>Vocal and Instrumental-Play and Perform</p> <p>To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.</p> <p>To choose appropriate dynamics and tempo for the performance of songs and compositions</p> <p>To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it</p> <p>To sing in 2-4 parts in rounds and harmonies</p> <p>Vocal and Instrumental- Improvise and compose</p> <p>To organise rhythmic and musical phrases into a simple structure (ABAB)</p> <p>To create a tune using 2 or 3 phases that change pitch</p> <p>To compose and improvise rhythmic and melodic cycles that include musical elements taught</p> <p>Listening</p> <p>To play simple tunes by ear</p> <p>To recognise and pick out key instruments in a piece of music</p>

	<p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p> <p>Musical Elements</p> <p>To explore pitch (high and low sounds), duration (short and long sounds) and dynamics (loud and soft sounds) using a range of media, technology and resources</p>	<p>To use pitch, duration and dynamics in own compositions and when singing or playing music.</p> <p>To explore using tempo (fast and slow), texture (when lots or a few instruments play), and timbre (different sounds made by different instruments) in compositions</p>	<p>To identify the phrases of a song</p> <p>To listen to a selection of different pieces of music</p> <p>To listen to and respond to live music</p> <p>Musical Elements and Notation</p> <p>To begin to use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p> <p>To begin to recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>To read and play 4 and 8 beat rhythm notations (crotchets, minims, rests and semibreves)</p> <p>To read and play notes for all of the stave</p> <p>To begin to write the notes on the stave</p> <p>To begin to know the names and symbols for dynamics</p> <p>Music History</p> <p>Identify and discuss influential composers in music history- Mozart, Bach, John Williams, etc</p> <p>Relate music to historical curriculum topics covered where possible</p>	<p>To listen to and recall songs from memory using the appropriate musical elements</p> <p>To identify and analyse the phrase structure of a song</p> <p>To listen to and make comparisons across different genres, composers and musicians</p> <p>To listen to, respond and evaluate live music</p> <p>Musical Elements and Notation</p> <p>To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p> <p>To recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)</p> <p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>To write the notes on the stave to create a simple or well-known phrase</p> <p>To know the names and symbols for dynamics and use it when notating music</p> <p>Music History</p> <p>Identify and discuss influential composers in music history- Mozart, Bach, John Williams, etc</p> <p>Relate music to historical curriculum topics covered where possible</p>
Vocabulary	<p>High and low sounds (pitch)</p> <p>Short and long sounds (duration)</p> <p>Loud and soft sounds (dynamics)</p> <p>Fast and Slow music (tempo)</p>	<p>Rhythm</p> <p>Pitch</p> <p>Duration</p> <p>Dynamics</p> <p>Introduce tempo (fast and slow)</p> <p>Introduce texture (amount of instruments playing)</p> <p>Introduce timbre (different sounds made by different instruments)</p> <p>Untuned Instrument names- drums, tambourines, maracas, rain sticks, blocks, castanets etc</p> <p>Tuned Instrument names- glockenspiels, xylophones, recorders, keyboards etc</p> <p>Orchestra</p>	<p>Recap of all key stage 1 vocabulary</p> <p>Structure</p> <p>Timbre</p> <p>Texture</p> <p>Pulse</p> <p>Music notation: staff, staves, treble clef, bars, crotchets, minims, rests and semibreves</p> <p>Names of the notes on the stave</p> <p>Scale</p> <p>Composers</p> <p>Names of musical genres (jazz, swing, baroque, pop, rock, R and B, etc)</p> <p>Conductor</p> <p>Instrument names (including those found in orchestras/bands etc)</p>	<p>Recap of key stage 1 and lower key stage 2 vocabulary.</p> <p>Quavers and dotted notes (dotted minim, dotted crotchet)</p> <p>Names of the notes on, above and below the stave</p>
Resources – Including link to Reading	<p>Instruments</p> <p>Different medias/tools to explore sounds etc</p> <p>Reading nursery rhymes/ songs etc</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Reading song words</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Music paper</p> <p>Reading song words</p>	<p>Instruments</p> <p>Recordings of music</p> <p>Videos of live music</p> <p>Experiences/trips to see people/ orchestras playing live</p> <p>Music paper</p> <p>Reading song words</p>

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the music subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key music targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the music curriculum and also challenge higher attaining pupils.

The assessment of music is supported by the targets from the music progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		FEDERATION CURRICULUM ASSESSMENT				
Subject	Year Group	Computing		PE	RE	Art
		INFORMATION TECHNOLOGY	DATA	DANCE	COMMUNICATE	KNOWLEDGE
Music	Y1	Use the keyboard confidently to type a simple sentence.	Organise files effectively using folders [for 2]	Performing to recognise dance movements and music [using expression where needed]	Describe / explain my own responses in the context of performing.	Give detailed observations about available artists', cultures' and designers' work;
	Y2	Use a mouse to keyboard characters.	Organise flexibility, techniques and materials to create a visual arrangement.	Demonstrate strong movements throughout a dance sequence.	Describe / explain my own responses in the context of interpretation.	Offer facts about available artists', cultures' and designers' lives;
	Y3	Organise files effectively using folders [for 2]	Combine flexibility, techniques and materials to create a visual arrangement.	Describe / explain my own responses in the context of artwork.		SKILLS
	Y4	Organise a database using more complex structures.	Mix appropriately and with the required style in relation to the stimulus, e.g. using various fonts, sizes of travelling and music.		Describe / explain my own responses in the context of music.	Use a variety of techniques to add effects, e.g. shading, reflections, blending and cross-hatching;
	Y5	Design and create a database.	Reviewing to show a range of peer and family in their materials.	Describe / explain my own responses in the context of sacred places.		Demonstrate and generalise in drawing;
	Y6	Create a graph from a database (databases and spreadsheets).	Use the space provided to the maximum potential.		Describe / explain my own responses in the context of names.	Use a variety of tools and media for the most appropriate;
						Use key vocabulary;





FEDERATION CURRICULUM ASSESSMENT



Key area
of subject

Individual
target

Insert
names of
individuals
not
achieving
target

Key sub-
area of
subject

Year	Subject	Learning Objectives		PE	RE	Art
		Knowledge	Skills			
2	Computing	INFORMATION TECHNOLOGY	Use the keyboard confidently to operate available programmes.	Beginning to recognise dance movements and motifs [using expressive when moving]	Described/explained own responses to the concept of belonging.	Give detailed observations about suitable artists', artforms' and designers' work;
			User common keyboard shortcuts	Demonstrates strong movement throughout dance sequences.	Described/explained own responses to the concept of interpretation.	Offer facts about suitable artists', artforms' and designers' work;
			Organise files effectively using Folders [or SI]	Combines flexibility, techniques and movements to create a fluid sequence.	Described/explained own responses to the concept of stewardship	SKILLS
			Operate a database using more complex queries	Moves appropriately and with the required style in relation to the situation, recognising various levels, ways of travelling and motifs.	Described/explained own responses to the concept of resilience.	
			Design and create a database	Beginning to show a range of pace and timing in their movements.	Described/explained own responses to the concept of sacred places.	
			Create a graph from a data [both databases and spreadsheets]	Uses the space provided to the maximum potential.	Described/explained own responses to the concept of home.	

MONITORING AND EVALUATING

Impact of the implementation of the Music curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

SUBJECT LEADER REPORT

- Music has progressed over the academic year 2020-2021 considering COVID-19, a lockdown and restrictions being in place
- The quality of teaching has improved and the amount of music being taught has also increased.
- Children have had more opportunities for music especially playing the instruments
- The resources sent out by the Music Hub during the lockdown and the Summer Term were incredibly helpful. Quite a few staff made use of them and in conversations with staff they will continue to use them in the next academic year.
- Staff knowledge has improved but is still an area to develop
- Children are getting a wider range of music genres and experiences and more musical vocabulary is being taught and used by staff and pupils
- Children are beginning to use the correct terminology
- I believe we are going firmly in the right direction to fulfil our intent with regards to the music curriculum taught at our Federation.

SUBJECT LEADER REPORT

- Areas to develop
- Music History in KS2- this needs to be increased and developed especially introducing children to famous and influential composers
- More opportunities for the children to use instruments- the instruments we have in school and whole sets of instruments that are available through the music hub
- If finances allow use the Music Hub wider opportunities scheme where a member of the music hub will come and teach all the children in a year group an instrument for a term. If not borrow the instruments from the music hub and make use of staff members who can play and teach a class/year group a musical instrument.
- Continue, maintain and develop the links made with the music hub.
- Continue to develop staff knowledge and confidence in the music curriculum.