



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?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships

We have strong partnerships and positive relationships

Determination

We are determined to do our very best to achieve

Respect

We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

The curriculum as the entire planned learning experience

Components

Lessons

Topics

Events/Trips

Environment

Enrichment/Inspire

Partnerships

Teaching for Learning

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Approaches

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

EYFS/National Curriculum

CLL

PSED

PD

Literacy

Maths

UW

EAD

Eng

Ma

Sci

Comp

D&T

Hist

Geo

A&D

Music

PE

MFL

PSHE

RE

Successful Learning

Positive relationships and interactions

Appropriate learning opportunities understood by pupils

Children understand how to be successful

Oral and written feedback that has impact

Dialogic talk and rich questioning

Developing meta-cognition

Moderation underpins standards

Effective use of assessment driving tailored learning

Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

How do we implement ?

What is the impact?

Our curriculum impact can be measured by...



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



Federation Vision for Music – Intention for Children

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.

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)



- 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)

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

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 Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

Music	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p><u>Expressive Arts and Design</u> <u>Creating with materials:</u></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><u>Being Imaginative and Expressive</u></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 To tap out simple rhythms To make simple rhythms using a variety of media and materials</p> <p>Vocal To sing to self and make up simple songs To sing simple and familiar songs To build a repertoire of songs and dances</p> <p>Instrumental To explore sounds using a range of medias e.g. musical instruments, body, different surfaces, equipment etc. To explore the different sounds of instruments To use a range of sounds they have explored to express their thoughts and feelings</p> <p>Listening To listen to a range of music To imitate movement in response to music</p>	<p>Rhythm To clap out rhythms that use different durations e.g. long and short beats To chant rhythms that use different durations</p> <p>Vocal To use their voice to change pitch (high and low), duration (short and long) and dynamics (loud and soft) To sing familiar songs, rhymes and chants using expression (dynamics)</p> <p>Instrumental To play untuned instruments (drums, tambourines, maracas, rain sticks, blocks, castanets etc) To play tuned instruments (glockenspiels, xylophones, recorders, keyboards etc) To be able to name instruments I have experienced</p> <p>Listening To listen to a variety of live and recorded music To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc 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 To copy a rhythmic phrase To clap the rhythm of a song whilst others tap the pulse To play the rhythmic structure of a song</p> <p>Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught in Key Stage 1 To begin to choose and use different dynamics and tempos when playing To choose the most appropriate way to perform a song and choose an instrumental sound to accompany it. To begin to sing in parts as a round</p> <p>Vocal and Instrumental- Improvise and compose To create rhythmic and musical phrases using a simple structure (ABA) To create an up and down (pitch) tune To compose and improvise rhythmic and melodic phrases that include musical elements taught so far</p> <p>Listening To begin to play simple tunes by ear To recognise and pick out individual key instruments in a simple piece of music To listen to and recall songs from memory</p>	<p>Rhythm To copy and improvise a rhythmic phrase To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music) To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p> <p>Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught as part of an ensemble or as a solo. To choose appropriate dynamics and tempo for the performance of songs and compositions To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it To sing in 2-4 parts in rounds and harmonies</p> <p>Vocal and Instrumental- Improvise and compose To organise rhythmic and musical phrases into a simple structure (ABAB) To create a tune using 2 or 3 phases that change pitch To compose and improvise rhythmic and melodic cycles that include musical elements taught</p> <p>Listening To play simple tunes by ear 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>

MUSIC COVERAGE ACROSS THE FEDERATION 2021-2022



Music across the
ederation 2021-202

FEDERATION COVERAGE – AUTUMN



ShalfleetSunshine
Year 1 Aut2 MTP



ShalfleetSky Year
2 Aut MTP



ShalfleetStar Year
3 Aut MTP



ShalfleetHorizon
Year 5 MTP



ShalfleetHorizon
Year 6 Aut MTP



ShalfleetSunshine
Year 1 Aut 1 MTP



YarmouthCove
Year 1 Aut MTP



Yarmouth Year 2
Aut MTP



Yarmouth Year 3
Aut Mtp



Yarmouth Year 4
Aut MTP



Yarmouth Year 5
Aut MTP



Yarmouth Year 6
Aut MTP

FEDERATION COVERAGE MTPs– SPRING



Music Shalfleet
Year 1



Music Shalfleet
Year 2



Music Y3 MTP
Shalfleet



Music Y5 MTP
Shalfleet



Music MTP Y1
Yarmouth



Music Y2 MTP
Yarmouth



Music Y3 MTP
Yarmouth



Music Y4 MTP
Yarmouth



Music Y6 MTP
Yarmouth

FEDERATION COVERAGE MTPs – SUMMER



MusicMTPSumm
ialfleet Sunshine Y



E\MUSIC subject
er\Summer MTP\S



Copy of
TPShalfleetEclipse!



MusicMTPShalfle
'ear6HorizonSumn



Y4 Music Sum 1
Yar



Music MTP Year 5
Sum 1





Music MTP Year 6
Sum 1 Yar

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

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											
V E		Computing		PE		RE		Art					
		INFORMATION TECHNOLOGY		DANCE		COMMUNICATE		KNOWLEDGE					
		INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace.		Beginning to recognise dance materials and notation [seeing expression when moving]		Describe / explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;				
			Use common keyboard shortcuts		Demonstrate along movements throughout a dance sequence.		Describe / explain my own responses to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;				
			Organise files effectively using folders [or S]		Cookware flexibility, techniques and movement to create a floral sequence.		Describe / explain my own responses to the concept of absurdity		SKILLS				
		DATA	Generate a database using more complex searches		Moves appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and motifs.		Describe / explain my own responses to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shadows, reflections, labelling and cross-hatching;			
			Design and create a database		Beginning to show a change of pose and timing in their movements.		Describe / explain my own responses to the concept of sacred places.			Digital movement and progression in drawing;			
			Create a graph from a data bank database and represent it		Have the space provided to him maximum potential.		Describe / explain my own responses to the concept of time.			Use a variety of tools and select the most appropriate;			
										Use long measuring in			

Key area
of subject

Individual
target

Insert
names of
individuals
not
achieving
target

Key sub-
area of
subject

Y E	Computing INFORMATION TECHNOLOGY			PE DANCE		RE COMMUNICATE		Art KNOWLEDGE		
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise dance movements and multi-faceted expression when moving		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;		
		Use common keyboard shortcuts		Demonstrates simple movements throughout a dance sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;		
		Organise files effectively using folders (up to 5)		Combines flexibility, technique and movement to create a fluid sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS		
		Operate a database using more complex queries		Move appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and ending.		Describe/ explain my own responses to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shading, reflections, halftone and cross-hatching;	
		Design and create a database		Beginning to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of sacred places.			Depict movement and progression in drawings;	
		Create a graph from a data (both database and spreadsheet)		Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of music.			Use a variety of tools and select the most appropriate;	
									Use key vocabulary in	

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)

MUSIC IN EYFS

- Rhythm
- Vocal
- Instrumental
- Listening
- Musical Elements

RHYTHM

Rainbow Class Video- Shabooya song - following different rhythms using their bodies Aut 2021

Beach Class Video- Fee Fi Fo Fum song - following rhythms using their bodies Aut 2021

Rainbow class – Walking through the jungle linked to Giraffes can't dance text.



VOCAL



Beach class Autumn

Beach Class Video- Fee Fi Fo Fum song following rhythms using their bodies Aut 2021

Aut Beach class have spent time this half term learning many songs to sing together. Children can often be heard singing the songs they have learnt throughout the day as they play. Children have also explored sound through the construction tubes – sending secret messages and sounds to friends to repeat back.

Beach and Rainbow Class use singing daily to help learn their phonics, tricky words and maths skills such as days of the week and their numbers – Autumn 2021



EYFS Yarmouth
tmas songs and pl.

Summer – Yarmouth Music evidence climbing trees song

Aut 2 Learnt songs and recorded them for Christmas video.

Sum - Rainbow He's got the whole world in his hands song for shared worship practice -

Learnt all their songs for their nativity performance and recorded a songs for Christmas worship video.

INSTRUMENTAL



Making and playing their didgeridoos child led theme Spr I
Yarmouth



Rainbow class making their own instruments Aut 2021



Exploring loud and soft sounds
Spr I Yarmouth



Exploring sounds from
different instruments Spr I
Yarmouth

LISTENING

Rainbow Class Video- following different rhythms using their bodies Aut 2021



MUSICAL ELEMENTS



Exploring loud and soft sounds
Spr 1 Yarmouth



Responding to musical symbols Spr
1 Yarmouth



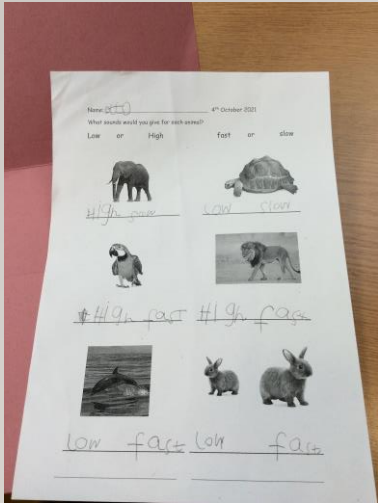
What different sounds can we
make from the same instrument
Spr 1 Yarmouth

Yarmouth

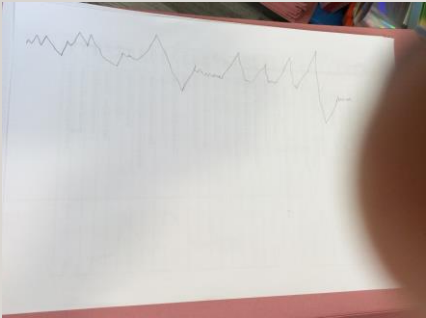
MUSIC IN YEAR 1 AND 2- KEY STAGE 1

- Rhythm
- Vocal
- Instrumental
- Listening
- Musical Elements

RHYTHM

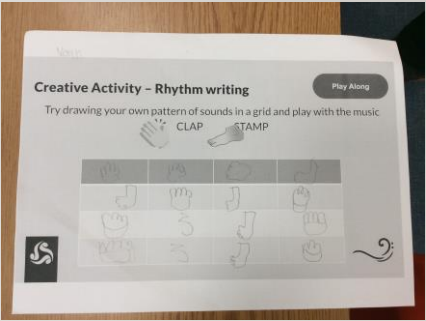
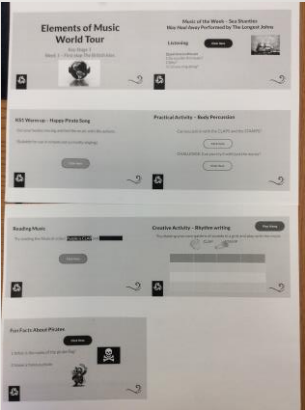


Sunshine Year 1 Aut- Rhythm-long and short sounds



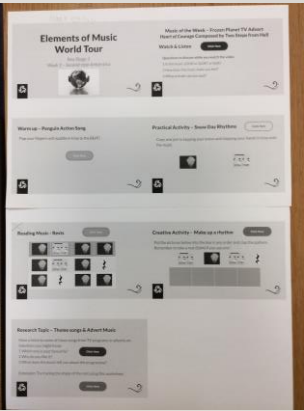
Spr 1 Yr1 Sunshine - Rhythm

Sky Year 2 Aut Activities linked to UK rhythms



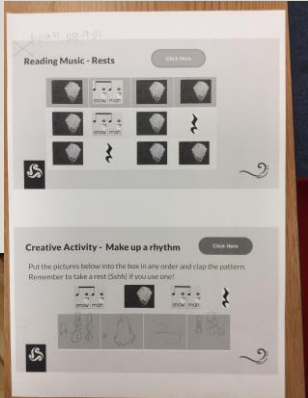
Sky Year 2 Aut - Composing own

Aut Using instruments to create and create rhythm



Sky class Aut Activities linked to rhythms China

Sky class Aut Reading and composing rhythms

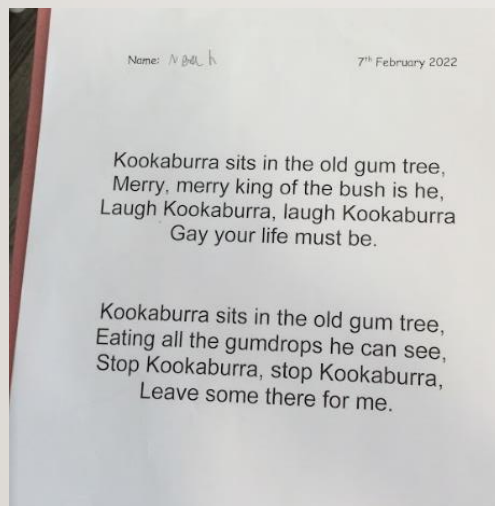


VOCAL

- 2 Singing in a round and adding actions to the song London's burning.



To sing familiar songs, rhymes and chants with expression. Year 1 Spr 1 Yarmouth



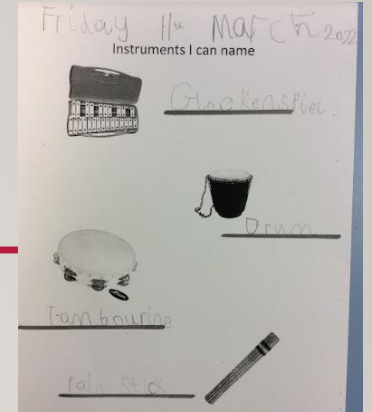
To sing familiar songs, rhymes and chants with expression. Year 1 Spr 1 Shalfleet

INSTRUMENTAL

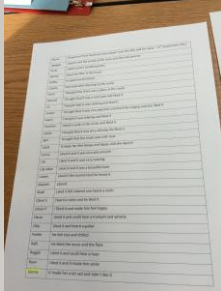
Year 2 Shalfleet learning an instrument- the Ocarina - learning about dynamics and rhythm. Spring 1



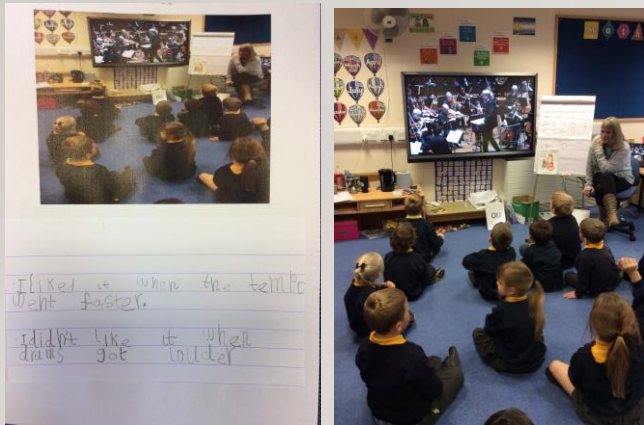
Year 1 Yarmouth Spr 2 Naming, making and playing instruments



LISTENING



Sunshine class Aut: Responses to music.



Yar Year 1 Aut To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc
To discuss how a piece of music they have listened to makes them feel and what they think about it

Yarmouth Year 1 Spring 2 Listening to different styles of music

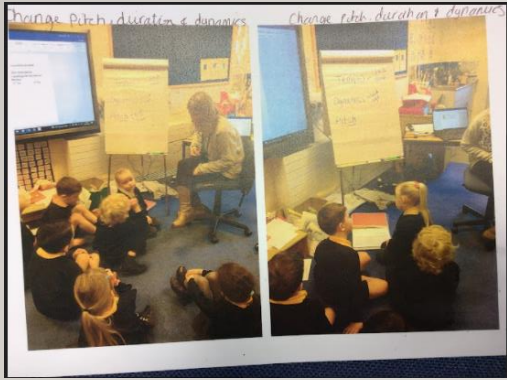
Spring 2

Different Styles of Music		
	/	x
Blues	✓	
Jazz	✓	
Rock and Roll	?	
Country	✓	
Soul	x	
Dance	✓	
London Military	✓	
London Orchestra	✓	
African	✓	
Traditional	✓	

What style of Music is your favourite? My favourite music is the Dance music



MUSICAL ELEMENTS



To change pitch, duration and dynamics Year 1 Yarmouth Spr 1



Year 2 Shalfleet learning an instrument- the Ocarina - learning about dynamics and rhythm. Spring 1

MUSIC IN YEAR 3 AND 4- LOWER KEY STAGE 2

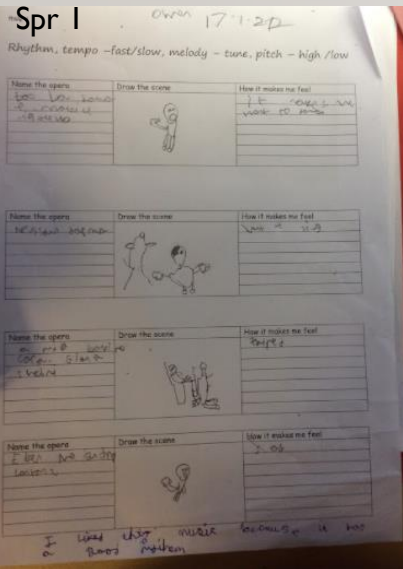
- Rhythm
- Vocal and Instrumental-Play and Perform
- Vocal and Instrumental –Improvise and Compose
- Listening
- Musical Elements and Notation
- Musical History

RHYTHM

– Yarmouth Year 3 Rhythm and Tempo videos
and written evidence.

Yarmouth Year 3 Aut Rhythm and pulse

Yar Y3 Rhythm and tempo



- Y3 Yarmouth

VOCAL AND INSTRUMENTAL-PLAY AND PERFORM

Year 3 Yarmouth – To begin to sing parts as a round.

Yarmouth Year 3 Aut Making music
with flint and Stone age music.

Yar Y4 Spr 1 - To sing or play instruments using the musical
elements taught in Key Stage 1

Yarmouth Y4 Aut -To perform, record music
based on the weather.

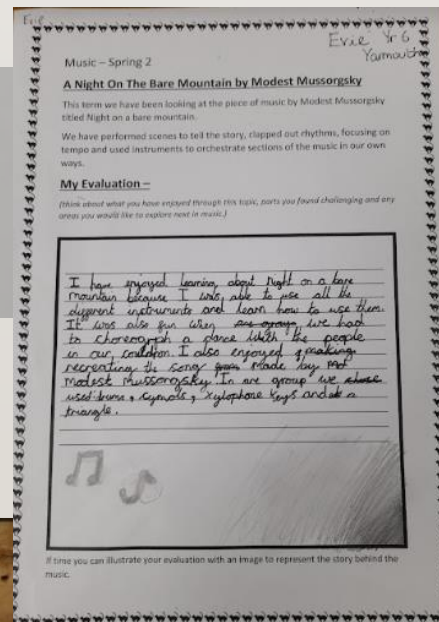
This term we have been looking at the piece of music by Modest Mussorgsky
titled Night on a bare mountain.

We have performed scenes to tell the story, clapped out rhythms, focusing on
tempo and used instruments to orchestrate sections of the music in our own
ways.

Yarmouth Year 6: Spr 2. See above

– Year 3 Shalfleet

- Y3 Yarmouth



VOCAL AND INSTRUMENTAL- IMPROVISE AND COMPOSE

Yar Y4 Spr I To create rhythmic and musical phrases using a simple structure (ABA)

Shalfleet Year 3 Aut To find and follow a beat
To hear, understand and read a rhythm.



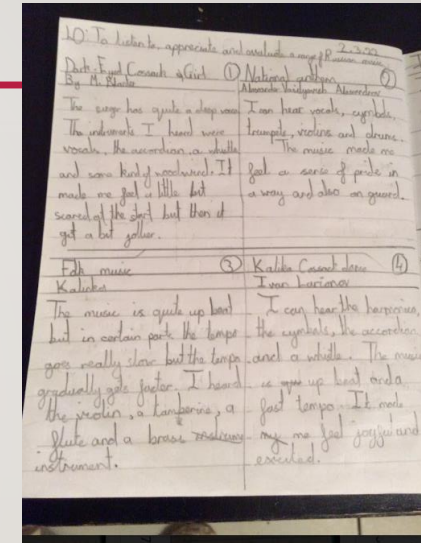
LISTENING

Shalfleet Y4 Spring I – To recognise and pick out individual key instruments in a simple piece of music.

Yarmouth Year 4 Aut To listen to and discuss a range of music types from South America.

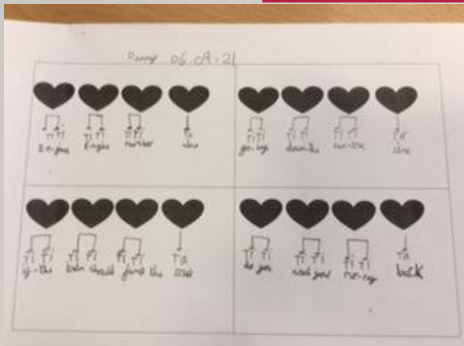


Year 6 Shalfleet Spr 2 To listen to appreciate and evaluate a piece of music

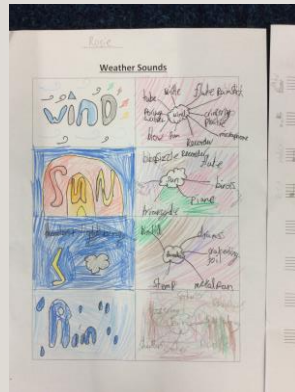
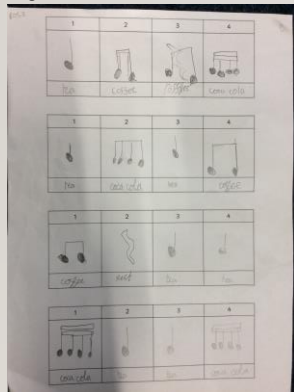
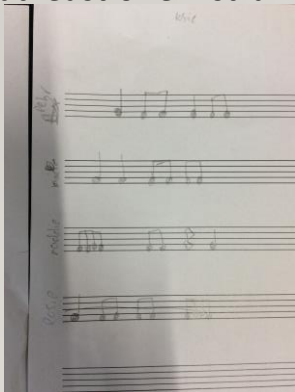


MUSICAL ELEMENTS AND NOTATION

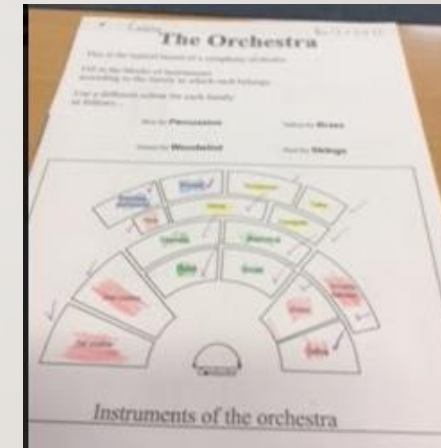
Shalfleet Y3 Aut Notation



Yarmouth Y4 Aut: To create a piece of music and write a score for at least one instrument.



Year 3 Shalfleet Spring I - To recognize different instruments.



Yar-Year 4 To begin to understand musical notation.

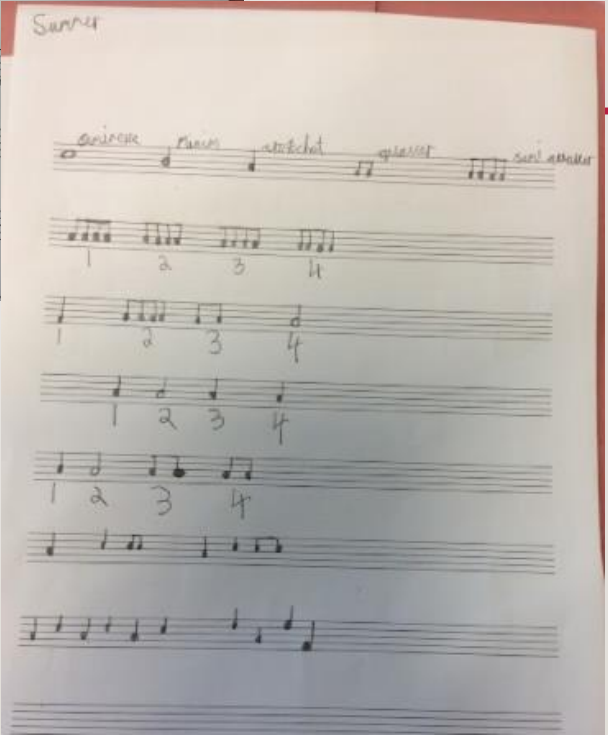
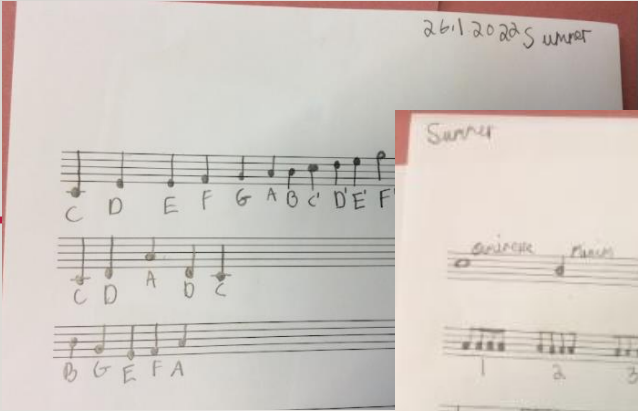
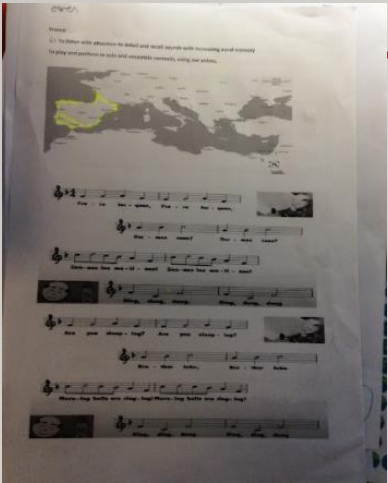


Shalfleet – Year 3 Spring : To begin to use pitch, dynamics, duration, tempo, rhythm, timbre, structure

Yar Y4 Spr I: To begin to write the notes on the staff

CONT.

Yar Y3 Spr I: To begin to write the notes on the staff



MUSICAL ELEMENTS AND NOTATION 2



MUSIC HISTORY

When Y3 and Y4 looked at music from different countries they touched very lightly on some of the music history through discussion but no evidence recorded or sent

MUSIC IN YEAR 5 AND 6- UPPER KEY STAGE 2

- Rhythm
- Vocal and Instrumental-Play and Perform
- Vocal and Instrumental –Improvise and Compose
- Listening
- Musical Elements and Notation
- Musical History

RHYTHM

- Shalfleet Y6 Aut - Videos
- To identify and analyse the phrase structure of a song
- To play the rhythmic structure of a song whilst others play the rhythm/ pulse

VOCAL AND INSTRUMENTAL- PLAY AND PERFORM

- Shalfleet Y6 Aut - Videos

- To identify and analyse the phrase structure of a song

To play the rhythmic structure of a song whilst others play the rhythm/ pulse

To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it

To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.

VOCAL AND INSTRUMENTAL- IMPROVISE AND COMPOSE

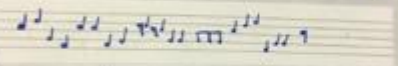
8.4.2022

LO: To understand the use of sequence and repetition to create musical effect.

8.4.2022

Shalfleet Yr6 Spr 2

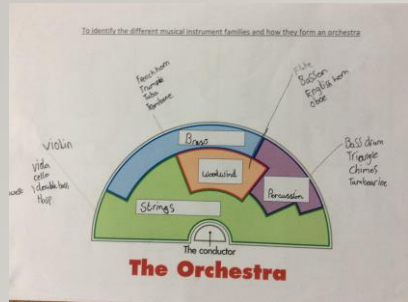
The celebration: Wales won the six nations. Timpani
The instruments: Trumpet, Tuba, Trombone and Timpani



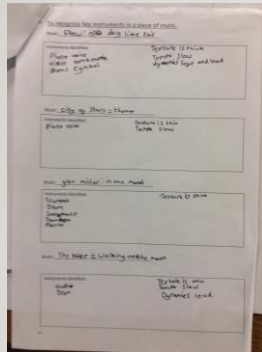
We used: a glockenspiel, a triangle, a drum and a guiro.

I really enjoyed this and I think our melody was fun on quite loud. I loved playing the glockenspiel and I think it was a perfect melody.

LISTENING

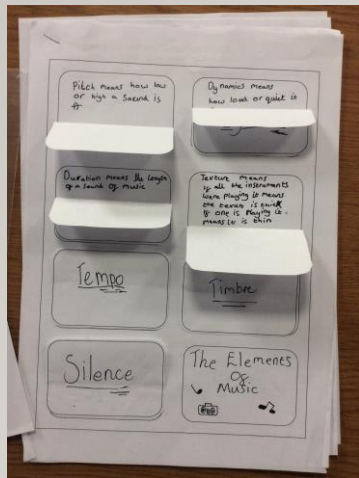


Shalfleet Y5 Aut To identify diff musical Instrument families and how they form an orchestra

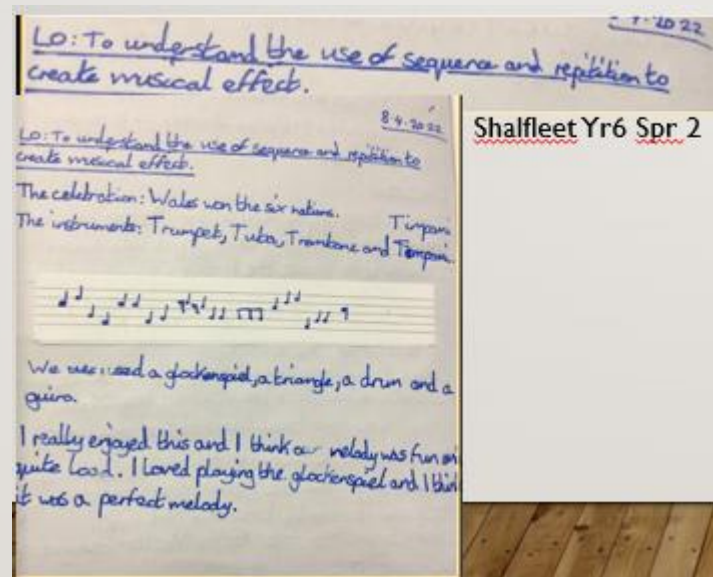
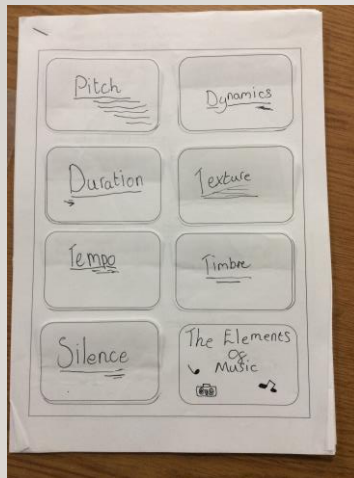


Shalfleet Y5 Aut – To recognize an instrument in a piece of music

MUSICAL ELEMENTS AND NOTATION



Shalfleet Y5 Aut – Elements of Music



MUSIC HISTORY



Shalfleet Y5 Aut To develop
understanding of the history of
Music

ADDITIONAL EVIDENCE FOR THE WHOLE FEDERATION



ADDITIONAL EVIDENCE

CPD meetings via Zoom with Nia Collins- Southampton and Isle of Wight Hub
Relationship Manager

OUR IMPACT

- Good range of evidence across the schools.
- Evidence of collaborative working between colleagues and year groups.
- High quality Music sessions being delivered across the federation.
- All children have access to the Music curriculum.
- Choir (after school) club delivered weewekly by Mrs Thompson.

ACTION PLAN

- 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. – Free Session for Year 2 Ocarinas
- Continue, maintain and develop the links made with the music hub.
- Continue to develop staff knowledge and confidence in the music curriculum.

SUBJECT LEADER REPORT

- Music has progressed over the academic year 2021-2022 considering COVID-19 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 have been helpful. Quite a few staff have made use of them and in conversations with staff they will continue to use them.
- 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.