



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

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?

Successful Learning

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.
Links with English and Maths 		Progress 			Support 		
Number: Sequencing, counting and pattern. Fractions		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.		
English: Rhyme, poetry and lyrical composition.							

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 2022-2023



Music across the
ederation 2021-2022

FEDERATION COVERAGE – AUTUMN



Year 1 Shalfleet
Aut1



Year 2 Aut
Shalfleet



Year 3 Aut
Shalfleet



Year 4 Aut 1
Shalfleet



Year 5 Aut
Shalfleet



Year 6 Aut
Shalfleet



Year 1 Aut 2
Shalfleet



Year 2 Aut
Shalfleet



Year 4 Aut 2
Shalfleet



Year 2 Aut
Yarmouth



Year 3 Aut
Yarmouth



Year 4 Aut
Yarmouth



Year 5 Aut
Yarmouth



Year 6 Aut
Yarmouth

FEDERATION COVERAGE MTPs– SPRING



Rainbow MTP



Sunshine Music
MTP Spring



Sky Class MTP
Spring



Star Class MTP
Spring



Eclipse Class MTP
Spring



Horizon Class
MTP Spring



Beach Class MTP



Cove Class MTP
Spring



Bay Class MTP
Spring



River Class MTP
Spring



Coast Class MTP
Spring



Solent Class MTP
Spring



Ocean Class MTP
Spring



Beach Class MTP
Spring 2

FEDERATION COVERAGE MTPs – SUMMER



SunshineMTP



Shalfleet Year 3



Shalfleet Year 4



Shalfleet Year 6



Yarmouth YR



Yarmouth Y1



Yarmouth Y3



Yarmouth Y4



YArmouth Y6



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.

<div>  <div> FEDERATION CURRICULUM ASSESSMENT  </div> </div>									
Y	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 movements and motifs (using appropriate choreography)		Describe/ explain my own response to the concept of language		Give detailed observations about notable artists', artists' and designers' work	
		Use common keyboard shortcuts		Describe/ explain dance movements throughout a dance sequence		Describe/ explain my own response to the concept of interpretation		Offer facts about notable artists', artists' and designers' lives	
		Organise files effectively using folders (or S)		Combine flexibility, techniques and movements to create a final sequence		Describe/ explain my own response to the concept of ownership		SKILLS	
	DATA	Generate a database using appropriate software		Move appropriately and with the required skill in relation to the stimulus, e.g. using a range of body, voice of breathing and motifs		Describe/ explain my own response to the concept of quality		Use a variety of techniques to add effects, e.g. shading, reflection, labelling and cross-linking	
		Design and create a database		Beginning to show a change of pace and timing in their movements		Describe/ explain my own response to the concept of named places		Display movement and progression in drawings	
		Create a graph from a data (both databases and spreadsheets)		Have the space provided to his maximum potential		Describe/ explain my own response to the concept of name		Use a variety of tools and extend the model appropriately	
								Use long and short lines	



FEDERATION CURRICULUM ASSESSMENT



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 floral sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS		
	DATA	Generate a database using more complex queries		Moves appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and multi-faceted.		Describe/ explain my own responses to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shadows, reflections, halftone and screen-tinting;	
		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)		Uses 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

Yarmouth Aut 1

Interpretational dancing response to music



Responding to music
in environment

Members of Rainbow Class singing- Keeping the beat of the music

https://drive.google.com/drive/folders/1aInwQehN05E3-jxo_LB0IkG9BcFbP4xQ

Spring 2023

VOCAL

Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and (when appropriate) try and move in time to the music

Rainbow Class performed The Pirate Song which they had practiced regularly leading up to their final performance using their hats and telescopes.



Spring 1 2023- Beach class performing their new penguin counting song.

Members of Rainbow Class singing

https://drive.google.com/drive/folders/1aInwQehN05E3-jxo_LB0IkG9BcFbP4xQ

Spring 2023

INSTRUMENTAL



Aut 1 Child led learning exploring instruments



Spring 2023- Child Led Learning- Exploring and using instruments



Spring 2023- Listening game with instruments Bear in a Cave- identifying and using instruments



LISTENING



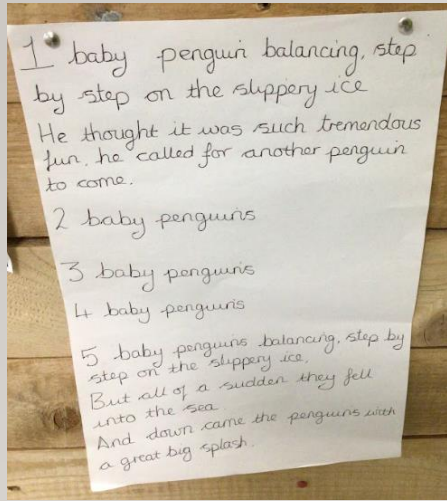
Aut 1 Listening skills - counting the number of beats we hear



Spring 2023- Listening game with instruments Bear in a Cave



MUSICAL ELEMENTS

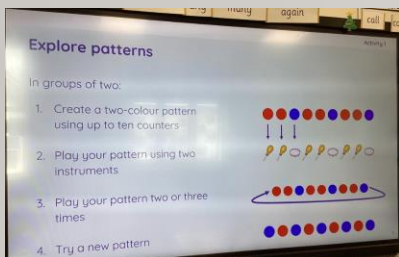


Spring 2023- Beach Class
Composing a new counting song
Using different rhythms

MUSIC IN YEAR 1 AND 2- KEY STAGE 1

- Rhythm
- Vocal
- Instrumental
- Listening
- Musical Elements

RHYTHM



3rd February 2023
During our music lesson we learnt to clap out different rhythms using our hands and our feet. We also talked about long and short beats.



Spring 23- cove class
Using body percussion to explore different rhythms



Spring 23- Sky Class- Exploring different rhythms with instruments and using Chrome Music Lab to create different rhythms

VOCAL



INSTRUMENTAL



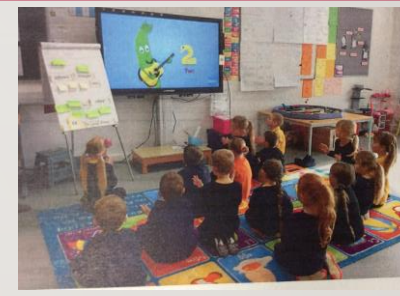
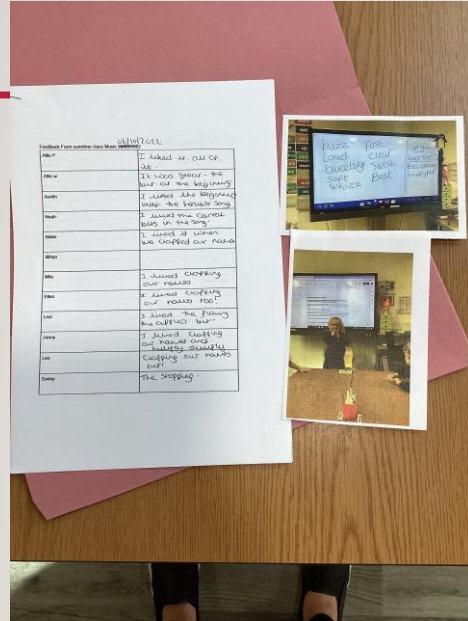
Sky Class-Spring 2023

Photos of children using instruments and the technology- Chrome Music Lab to create melodies to go with their rhythms

<https://drive.google.com/drive/folders/1ncm-WV9rBhx4lPgxSVo2lOEO9dXBMS-74>

LISTENING

Logan	I liked copying our names
Mariana	I liked copying to sing a song a surprise
Henry	I liked copying our names out
Alma	I don't like copying our names
Frank	I liked the name song
Jacob	
Aurora	I liked the songs
Heggin	Copying our names out
Oliver	I liked copying our names out
William	I liked the name song
Charlie	I liked the -I don't know!



Spring 23- Cove class-Listening to different rhythms

Year 1 Shalfleet Aut

MUSICAL ELEMENTS



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

Call and response - Rhythm and pulse



Stone Age rhythm using natural items I



Star Class-Spring 23

Videos and photos of singing and adding, keeping a beat when singing

<https://drive.google.com/drive/folders/I-SKPWnK-wLn-Dnml2InPHxtGK-4NOyP->

River Class- Spring 23

Listening to a variety of music and identifying different rhythms

https://drive.google.com/drive/folders/IqIC_JTKhKcPFSZd-GQeEkyVxIeAFM8Wf

Teamwork creating rhythms using digital software



<https://drive.google.com/drive/folders/1pl20NO8yyomwSquJUnDeQvbmXZXbqMKG>

Body and tuned percussion – theme Rainforests - Year 4 Yarmouth - Summer

VOCAL AND INSTRUMENTAL-PLAY AND PERFORM



Year 3 Aut Sharing our own group rhythms I

[Folder - Google Drive](#)

Star Class-Spring 23

Videos and photos of singing and adding, keeping a beat when singing

<https://drive.google.com/drive/folders/I-SKPWnK-wLn-Dnml2InPHxtGK-4NOyP->

Year 3 Aut Creating group rhythms using instruments

River Class-Spring 23

Video of singing Frere Jacques in a round

https://drive.google.com/drive/folders/IqQbm_J8KwqplF4ucMU5JmTp-FkRDc3Dv

[Autumn I - Google Drive](#) Year 4 To choose the most appropriate way to perform a song

[Summer I - Google Drive](#) Year 4 Shalfleet- Video performing with musical instruments Summer 23



[https://drive.google.com/drive/folders/IU7FUOC05NsNxFo8z-](https://drive.google.com/drive/folders/IU7FUOC05NsNxFo8z-OykaGBNEOKHkC6b)

[OykaGBNEOKHkC6b](https://drive.google.com/drive/folders/IU7FUOC05NsNxFo8z-OykaGBNEOKHkC6b) - Yarmouth Year 4 Bournemouth Symphony Orchestra

<https://drive.google.com/drive/folders/1pl20NO8yyomwSquJUnDeQvbmXZXbqMKG>

Body and tuned percussion – theme Rainforests - Year 4 Yarmouth Summer

VOCAL AND INSTRUMENTAL- IMPROVISE AND COMPOSE



Star Class-Spring 23
Video of own composition

<https://drive.google.com/drive/folders/1-SKPWnK-wLn-Dnml2InPHxtGK-4NOyP->

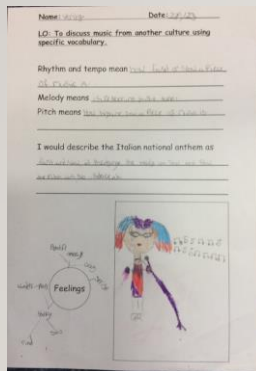


[Summer - Google Drive](#) Year 4 Shalfleet- Video performing with musical instruments Summer 23

LISTENING

Autumn 1 - Google Drive Year 4 Shalfleet

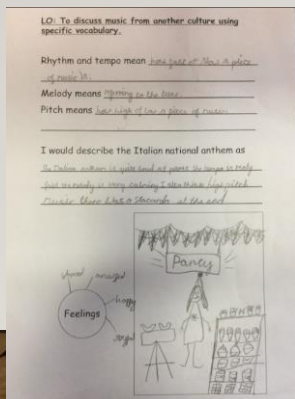
To listen with attention to detail and recall sounds with increasing memory



River Class- Spring 23

Listening to a variety of live music with Double Take

https://drive.google.com/drive/folders/1qIC_JTKhKcPFSZd-GQeEkyVx1eAFM8Wf



Spring 23- Star Class
Listening to music and
forming opinions

MUSICAL ELEMENTS AND NOTATION

Exploring 2 simple software



River Class- Spring 23

Music session with Double Take- listening to different music and learning about musical elements within music

https://drive.google.com/drive/folders/IqIC_JTKhKcPFSZd-GQeEkyVxIeAFM8Wf

MUSIC AND ICT

Music in Computing using Chrome Lab



 IMG_3256.JPG




 IMG_3257.JPG




 IMG_3258.JPG




 IMG_3259.JPG



 IMG_3260.JPG



 IMG_3261.JPG

MUSIC HISTORY

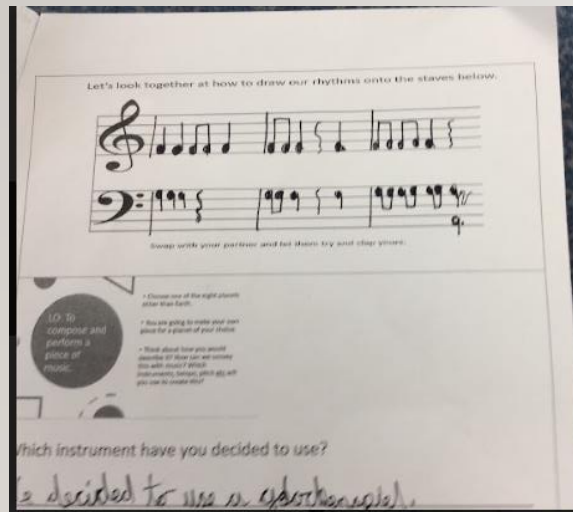
When Y3 and Y4 looked at music from different countries they touched very lightly on some of the music history through discussion but no evidence recorded or sent

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
- Music and ICT

RHYTHM

Autumn 1 - Google Drive Year 5 Shalfleet Clapping a rhythm and composing a beat



Year 5 Shalfleet Creating a rhythm

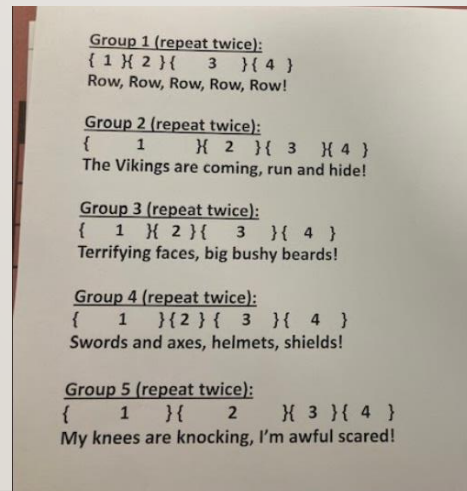
Eclipse Class-Spring 23

Video of children performing a Viking Song-Clapping along to the rhythm

<https://drive.google.com/drive/folders/1oFGBaebEzcK1NxygtCPUc-Q6dBBK4Lhy>

Solent Class-Spring 23

Identifying and practising the rhythm of a Viking song



VOCAL AND INSTRUMENTAL- PLAY AND PERFORM



Year 5 Shalfleet Aut We will rock you

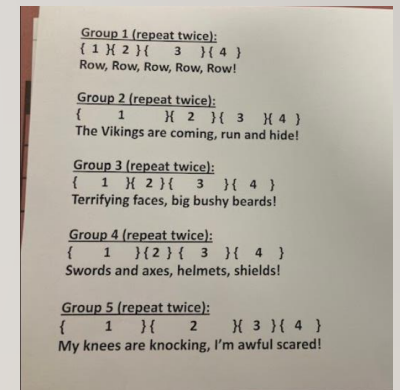


Year 6 Shalfleet Aut WW2 Kiss me
Goodnight Sergeant Major

Eclipse Class-Spring 23

Video of children performing a Viking Song

<https://drive.google.com/drive/folders/IoFGBaebEzcKINxygtCPUc-Q6dBBK4Lhy>



Solent Class-Spring 23

Video of them performing their
Viking song

<https://drive.google.com/drive/folders/IrQqyglZPT3zBbnDXI-eNJQ4sDZs-iRx9>



Year 5 Yar Aut I

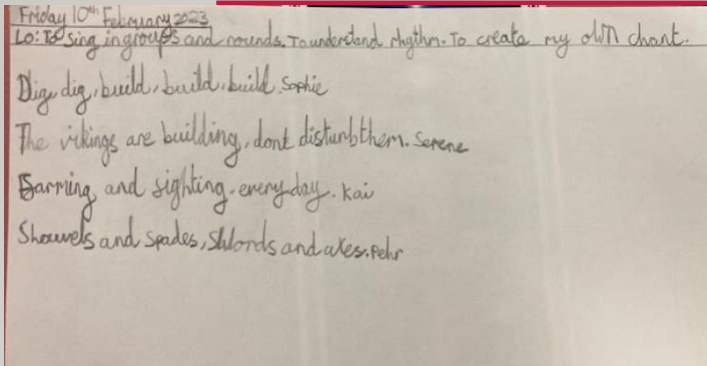


<https://docs.google.com/document/d/ITnQ3Cm-IZMC2TCAPtwzLT5yZufGGDxbu/edit> - Year 6 Summer
Shalfleet Mayan Instruments

https://drive.google.com/drive/folders/Ip_TvkAKzw2fl-xqJTgvodefjgeXW7Bit Yr 6 Summer Shalfleet - performing
Mayan music with instruments.



VOCAL AND INSTRUMENTAL- IMPROVISE AND COMPOSE



Solent Class- Spring 23

Composing own chant to sing in groups

LISTENING

Year 5 Yarmouth Aut

Monday 10th October 2022

Music Day – Gustav Holst and the Planets

LO: To listen to a variety of pieces of music.

Listen to these pieces of music. Which characters would you match with each planet?

PLANET	CHARACTER	MUSIC
Mars	War	loud, angry, aggressive
Venus	Peace	smooth, soothing, beautiful
Mercury	Speed, messenger	running, jittery, slow, quick
Jupiter	God	big, powerful, majestic
Saturn	Old age	slow, sad, scary, slow
Uranus	Magician	slow, odd, mystical, weird, jolly
Neptune	Magician	slow, dark, mysterious

Now we will have a look at Holst's and see if you are the same...

LO: To discuss how music makes us feel.

We are going to listen to 3 pieces of Holst's music.

In your planet shapes, draw how the music makes you feel with your eyes closed.

Make a list of the eight planets. Thinking about what you know about them, make a 'character' name for each planet.

PLANET	CHARACTER
Mars	Warrior
Venus	Magician
Mercury	Mouse
Jupiter	the mother
Saturn	the prisoner
Uranus	evil world
Neptune	death

MUSICAL ELEMENTS AND NOTATION

Year 5 Aut Shalfleet Evaluating our own music

Group with your partner and let them try and clap yours.

LO: To compose and perform a piece of music.

- Choose one of the eight planets other than Earth.
- You are going to make your own planet for a planet of your choice.
- Think about how you would describe it? How can we convey this with musical notes, instruments, tempo, pitch etc. will you use to create it?

Which instrument have you decided to use?

We decided to use a xylophone.

How could you describe your music?

calm, tranquil, entertaining and enjoyable.

How could you improve this piece of Music?

~~Make it more of a song.~~ Add some instruments and maybe electronics.

Year 5 Shalfleet /Yarmouth Aut Labelling the different notes

LO: To repeat rhythms. To read and use simple notation.

4 seconds 2 seconds 1 second 1/2 a second

Semibre Minim Crotchet Quaver

Task: Label the different notes.

Crotchet Minim Quaver

Count: 1 2 3 4 1 2 and 3 4 1 and 2 3 4

LO: To repeat rhythms. To read and use simple notation.

4 beats 2 beats 1 beat 1/2 beat

Semibre Minim Crotchet Quaver

Label the different notes.

quaver crotchet minim semibre

Count: 1 2 3 4 1 2 and 3 4 1 and 2 3 4

Let's look together at how to draw our rhythms onto the staves below.

4 beats per bar

Group with your partner and let them try and clap yours.

LO: To compose and perform a piece of music.

- Choose one of the eight planets other than Earth.
- You are going to make your own planet for a planet of your choice.
- Think about how you would describe it? How can we convey this with music? Which instruments, tempo, pitch etc. will you use to create it?

MUSIC AND ICT



MUSIC HISTORY



Year 6 – Aut Yarmouth

Fred

Can I develop an understanding of the history of music?

Picture of Instrument	Name of Instrument	What does it sound like? Can you make any comparisons with modern-day instruments?
	Horn Wood-wind	It has a low pitch and a smooth sound.
	Bone flute Wood-wind	This instrument has a high pitch and sounds like our modern day bagged pipe.
	Pan Pipe Wood-wind	This instrument most sounds like a lesser bag pipe.
	Lute Brass	The lute sounds alot like the modern day trumpet.
	Lyre Stringed instrument	This stringed instrument is similar to a harp, a guitar and a banjo.
	Drum Rhythm instrument	This is similar to a drum modern day bongos.

Spring 23- Eclipse Class
Instruments used in Viking times

Fred

Can I develop an understanding of the history of music?

Success Criteria:

- Use musical terminology and instrument names.
- Comparative language.
- How are the instruments made? What materials were used?
- How was each instrument played? What makes the sound? Are there modern equivalents?

Picture of Instrument	Name of Instrument	What does it sound like? Can you make any comparisons with modern-day instruments?
	Horn Wood-wind	It has a low pitch and a smooth sound.
	Bone flute Wood-wind	This instrument has a high pitch and sounds like our modern day bagged pipe.
	Pan Pipe Wood-wind	This instrument most sounds like a lesser bag pipe.
	Lute Brass	The lute sounds alot like the modern day trumpet.
	Lyre Stringed instrument	This stringed instrument is similar to a harp, a guitar and a banjo.
	Drum Rhythm instrument	This is similar to a drum modern day bongos.

Viking Age Musical Instruments

Can I develop an understanding of the history of music?

Picture of Instrument	Name of Instrument	What does it sound like? Can you make any comparisons with modern-day instruments?
	Horn Wood-wind	It sounds like a bag pipe.
	Bone flute Wood-wind	It sounds like a flute from now.
	Pan Pipe Wood-wind	It sounds like a clarinet.
	Lute Brass	Sounds like a trumpet.
	Lyre Stringed	Sounds like a guitar.
	Drum Rhythm	Sounds like a drum.

Spring 23- Solent Class
Instruments used in Viking times

https://docs.google.com/document/d/IDEEtTC5Krkyalr5-dkWT0P7gMFR_QdWU/edit - Shalfleet Year 6 The

Mayan music



ADDITIONAL EVIDENCE FOR THE WHOLE FEDERATION

<https://drive.google.com/drive/folders/1U7FUOC05NsNxFo8z-OykaGBNEOKHkC6b> - Bournemouth Symphony Orchestra -
Summer

<https://drive.google.com/drive/folders/1mUQh4x9IxfalS3hLN9Z2HYjIJUdzfHZ-> End of Year performances from Harriet Bates
Music Tuition

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 weekly by Mrs Thompson.

ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – Music

Subject Lead – Lucie Thurman

FDP Link - Every child in our Federation has a fantastic education. All children receive the highest quality teaching, learning and provision. All children receive the highest quality opportunities and life experiences.

ACTION	WHY?	HOW? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	NEXT STEPS
To show evidence of pupil conferencing To record observations of learning and child's voice.	To show evidence of learning in a positive and engaging environment	Work shows the level of progression across the school Federation. Liaise with headteacher about organising subject specific days. Communicate this with staff. Record notes on learning. Create questionnaire for child interviews Spend half a day at each school observing Music learning in each class and capturing child voice.	Lucie T – Music Lead VP- finances	Time needed-cover and for recording Children to speak to across the Federation	Yes	Able to note any gaps in learning and take on ideas and wishes from the children for their learning	Implement a scheme for teachers to follow to raise the standards of teaching music and support those with less experience in the subject
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	To provide children with an opportunity to experience a wider range of instruments.	Audit of musical instruments across the Federation. Distribute resources as necessary.	LT	PPA time-weekly	Ongoing	Music resources have been checked and tidied - staff meeting to feedback the children's wishes to play more instruments. The resources available both in school and through the music hub.	To ensure that each school have the use of instruments across the federation. –
To factor in time for learning walks for Music across the schools (whole Federation objective in place from Sept 2022)	To provide evidence of learning of Music	Book in with EG to find a day to do learning walks across both schools and pupil conferencing Liaise with HT to organise staffing	CH VP- finances	Time needed-cover and for recording	Yes	I now have a good overview of how lessons are taught and the impact	Implement a scheme for teachers to follow to raise the standards of teaching music and support those with less experience in the subject

Minimum of 2 actions to take forward – Maximum of 3 actions to take forward.

SUBJECT LEADER REPORT



Curriculum Lead
Evaluation