

ONE VOICE
MUSIC
AT
TORKINGTON PRIMARY SCHOOL



nurturing potential, inspiring excellence

INTENT

‘Music is a universal language that embodies one of the highest forms of creativity’
(The National Curriculum)



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INTENT- MUSIC

Our music curriculum intends to inspire creativity and self-expression, encouraging children to work together with others to create, compose, rehearse and perform. We aspire to create a life-long love of music in our children by exposing them to a wealth of musical genres, experiences, composers and artists and igniting a passion for music. By providing children with performance opportunities through singing, playing and composing we will enable them to become confident and reflective musicians.



INTENT - MUSIC

The aims of our music curriculum are to develop children who can -

- Sing solo and in group ensembles
- Play a range of tuned and untuned instruments musically,
- Create and compose using the inter-related dimensions of music,
- Listen to and appraise music from a range of genres and historical periods,
- Use music technology where appropriate,
- Begin to understand musical notation,
- Perform to an audience,
- Visit and perform in concert halls, theatres and buildings of cultural importance.

How does the music curriculum take account of the needs of all pupils, including SEND pupils?

- ▶ Music is often taught as a whole class lesson, with the opportunity for all teachers to Team Teach with our specialist music teacher. The children are taught skills through a spiral curriculum, which they are able to revisit and refine as they move through their journey at Torkington. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge. Lessons are differentiated by outcome, teachers provide an example outcome and scaffold learners to achieve this. We often find our SEND children shine in music lessons, as it is an opportunity for them to showcase their creativity. This is something we embrace and celebrate at Torkington.

IMPLEMENTATION



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IMPLEMENTATION- MUSIC



The music curriculum ensures that children sing, play, compose, perform and evaluate. This is imbedded through structured classroom music lessons using the progressive bespoke planning scheme as a basis. The scheme also builds in ideas and concepts from the New Music Model Curriculum. Progression grids for each year group illustrate expectations and have clear learning outcomes. SingUp, Classical 100 and BBC 10 pieces are also used to enrich and support children's learning through cross-curricular links. Singing assemblies take place regularly, as do performances and music concerts. Musical elements and vocabulary are taught during curriculum lessons and children have a good knowledge of musical language. Whole class instrumental teaching (WCIT) takes place in Year 5 with the recorder and visiting music specialists support the delivery of curriculum lessons, choir and ukulele lessons. Instrumental teaching builds on from previous learning, developing children's understanding of musical notation, playing as an ensemble and performing.

IMPLEMENTATION- MUSIC



Whole School Progression

This whole school progression allows for the children to build a solid foundation of skills that is then development and enhanced as they move through each key stage.

The skills the children learn in each lesson are based around the main elements of the Music curriculum:

- ▶ Sing
- ▶ Play
- ▶ Perform
- ▶ Compose
- ▶ Musical notation
- ▶ History of music

Torkington Primary School Music Overview

The music curriculum is a spiral curriculum, with key skills being repeated. Singing, playing instruments, composing, listening to and appraising music takes place weekly.

Resources: BBC 10 pieces, Classical100, YouTube, SingUp.

The assessment focus for each half term is highlighted in yellow and will mainly be in the form of a video recording.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn A	Quarles Develop the singing voice Use percussion instruments Respond to stop/go signals	Quarles Sing rhymes and chants Instruments Know what instruments are made of (skin, metal, wood)	Louis Armstrong Respond to signals Recognise and name percussion instruments	Branche Music/Bob Marley Play given rhythms Play/sing with varying dynamics/tempo Create musical patterns with a partner	Steno Zimmer Create an ostinato rhythm Play a simple melody by ear Improvise and compose using BBC 10 pieces 'Earth' as a stimulus	Aaron Copland (Shoe Down) Sing in two parts Compose using a structure A, B, A, B	WCET - Recorder Use the correct posture, tonguing and fingering to play the recorder Play B, A and G on the recorder Read pitch and rhythm notation	Samba - Brazil (Victor Villa Lobos - The Little Train of the Salsal) Develop an understanding of the origins of samba music Read and play samba rhythms Play as an ensemble
Autumn B	Naming Instruments Develop the singing voice by exploring tempo, dynamic's, pitch, timbre Begin to know the names of instruments	Celebrations Sing with varying tempo/dynamic s/timbre Clap/play a given rhythm	Develop singing Sing with varying tempo/dynamic timbre Mark phrases of a song Keep the pulse Play/clap rhythms	Tchaikovsky - The Nutcracker Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the 'Tostak, Dance' as a stimulus	Tchaikovsky - Dance of the Sugar Plum Fairy Create and improvise ostinato rhythms Read rhythm notation (crotchet, quavers, crotchet rests)	Debussy Sing with increasing control and accuracy Work with a partner using varying structures e.g. A, B, A, B Combine ostinato rhythms	WCET - Recorder Play B, A, G and E on the recorder with the correct posture, tonguing and fingering Improvise using 12 bar blues	Samba - Brazil Sing with increasing accuracy and control Play and perform in solo and ensemble contexts Appraise music from Brazil

				song to create a melody	Perform to an audience	music	with others
				Perform to an audience	Perform to an audience	Perform to an audience	Perform to an audience
National Curriculum Key Stage Requirements		Sing songs and speak chants and rhymes Play instruments Listen/respond to music Experiment with sounds	Sing with increasing accuracy, fluency and control in solo and ensemble contexts Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts Listen to and appraise a range of music Improvise and compose music for a range of purposes Develop an understanding of the history of music				

Appraising	and/or rhythm/musical	(distinguishing between pulse and rhythm) Keep the pulse when listening to music	of a song	across different eras and genres Experiment with and create sounds	notation (G, E and A) Explore different metres Play rhythm against metre	appraise 'Winter' by Vivaldi Compose and create using words as a stimulus	A, G and E Play and read note D	appraise 'Rhapsody in Blue' Sing in harmony Create a motif Explore metre
Spring B	Dynamics/Timbre Explore dynamic and pitch when playing instruments Experiment with sounds in response to a stimulus	Space Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus	Composing using a stimulus Copy a given rhythm Recognise rests Use sounds to create musical effects	Sea Shanties Explore metre Copy rhythms Add percussion to songs Experiment with, create, select and combine sounds	Composing Play melodic phrases Compose using a given structure	Pitch - Xylophones Play a tune by ear Read pitch notation Create an arrangement of 'Every night I climb the stairs'	Garage Band - Rap Record and delete tracks Add vocals to a recorded track	Blues Improvise using the blues scale Develop an understanding of chords and triads
Summer A	Living Things Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs	Living Things Sing varying dynamic, tempo, pitch and timbre Play pulse/rhythm to familiar songs	Develop the singing voice Play from symbols Sing with sounds	Carnival of the Animals - Saint-Saens Explore metre Read simple pitch notation (G and E)	European composers Read and play 8-beat rhythms Combine (clapping) ostinato	WCET - Recorder Use the correct posture, tonguing and fingering to play the recorder Play B, A and G on the recorder Read pitch and rhythm notation	Florence Price Listen and appraise music from a range of cultures Perform as a 3-part ensemble	Garage Band Record a layered 8-bar track Improvise a melody Create and record a chord sequence
Summer B	Pirates Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience	Pirates Choose instruments appropriately to make different sounds Perform to an audience	Summer Create question and answer phrases with a partner	The Beatles Listen to a range of music Perform to an audience Experiment with and create sounds	Greig: Hall of the Mountain King Sing Play 2 ostinato rhythms together Use structure of well-known	WCET - Recorder Play B, A, G and E on the recorder with the correct posture, tonguing and fingering Improvise using 12 bar blues	Stavinsky - The Firebird Read/play pitch notation Create a motif Compose using the inter-related dimensions of	Anna Meredith - Contract B Create sounds using body percussion Create and compose music using the musical canon Work collaboratively

IMPLEMENTATION- MUSIC



How is Music Assessed?

Children explore skills each half term and build on previous learning. At the end of each half term children record their assessment piece of music.

This varies each half term to cover all elements of the National Curriculum.

Each music lesson, children explore 3 main areas of a lesson:

- Vocal activities
- Listening and Appraising
- Instruments

These skills are assessed by the class teacher on a class assessment document to track progress.

	A	B	C	D	E	F	G
1	Lesson Objective ->	Autumn 1 - To play instruments with increasing control and accuracy	To perform a range of chants	Appreciate and understand a wide range of high-quality and recorded music	To improvise and compose music using the inter-related dimensions		
2	Child Name						
3		3					
4		2					
5		2					
6		1					
7		1					
8		2					
9		2					
10		1					
11		2					
12		3					
13		2					
14		3					
15		3					
16		2					
17		3					
18		1					
19		2					
20		2					
21		3					
22		2					
23		2					
24		2					
25		2					
26		2					
27		2					
28		2					
29		2					
30		1					
31		2					
32		2					

EXTRA CURRICULAR OPPORTUNITIES

- ▶ Each week children from reception to Year 6 are offered extra curricular clubs, that are run by our teachers and teaching assistants.
- ▶ The children have a choice of clubs that include opportunities to rehearse, explore and develop their Music skills and knowledge.
- ▶ **Reception and KS1** are offered: Polkadots club.
- ▶ **KS2 are offered:** Musical Theatre Club,choir.

All children attend Singing Assembly every Wednesday morning.



MUSICAL THEATRE CLUB

Pupil Voice

“I love singing and hearing new songs, then they become my favourite songs!”

-Isabelle, Year 4

“I love dancing to the music and learning new songs to sing.”

-Amelie, Year 4

Musical Theatre Club Video:

https://drive.google.com/file/d/1_wyCygFkndBYmZZ5b01b-IRE7_FID47V/view?usp=share_link



POLKADOTS CLUB

Pupil Voice

“I love Polkadots, we sing and play instruments!”

-Marella, Year 2

“We get to play lots of cool instruments like recorders and glockenspiels!”

-Willow, Year 2



IMPACT



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IMPACT - MUSIC



At Torkington we aim for all children to reach their full potential through our music curriculum and that it supports children to grow socially, spiritually and emotionally whilst developing their growth mind-set values of determination, resilience and perseverance.

Throughout their time at Torkington, children will have the opportunity to visit and perform at a range of culturally important venues (RNCM, Royal Exchange Theatre, Bridgewater Hall.) Extra-curricular performance groups will have the opportunity to perform at local events (Hazel Grove Christmas Tree Festival and Fernlea Old Peoples Home.)

Through listening to and appraising a wide range of music from different cultures, genres and times, they will develop an understanding of the history and the geography of music –

- how music has evolved and its cultural significance (eg spirituals, blues, jazz, pop, classical.)
- Musical Trailblazers, female composers and musicians who have overcome prejudices will support the school's Growth Mindset ethos.

Children will have a good understanding of key vocabulary and will be able to build on knowledge of pulse, rhythm and pitch develop this year on year. End of year expectations will be met.

IMPACT - PUPIL VOICE

- ▶ At the end of each half term, the content and quality of our Music Lessons are monitored.
- ▶ Children complete a pupil voice, where they can share their thoughts and ideas of their music lessons.
- ▶ These pupil voice sessions allow the children to express their views on the Music skills they have developed, as well as gauging enjoyment levels. This information is then collated and used to influence future planning.
- ▶ **Next step:** Children would really like to have a choice of their warm up songs in lessons. Now, we will start to give them the option of 3 different warm up songs that are linked to the skills and knowledge we want them to learn and allow them to choose which they would like to learn.
- ▶ See next slide for examples of learning.



EYFS



Nursery - Responding to Signals

Reception - To play instruments



KS1



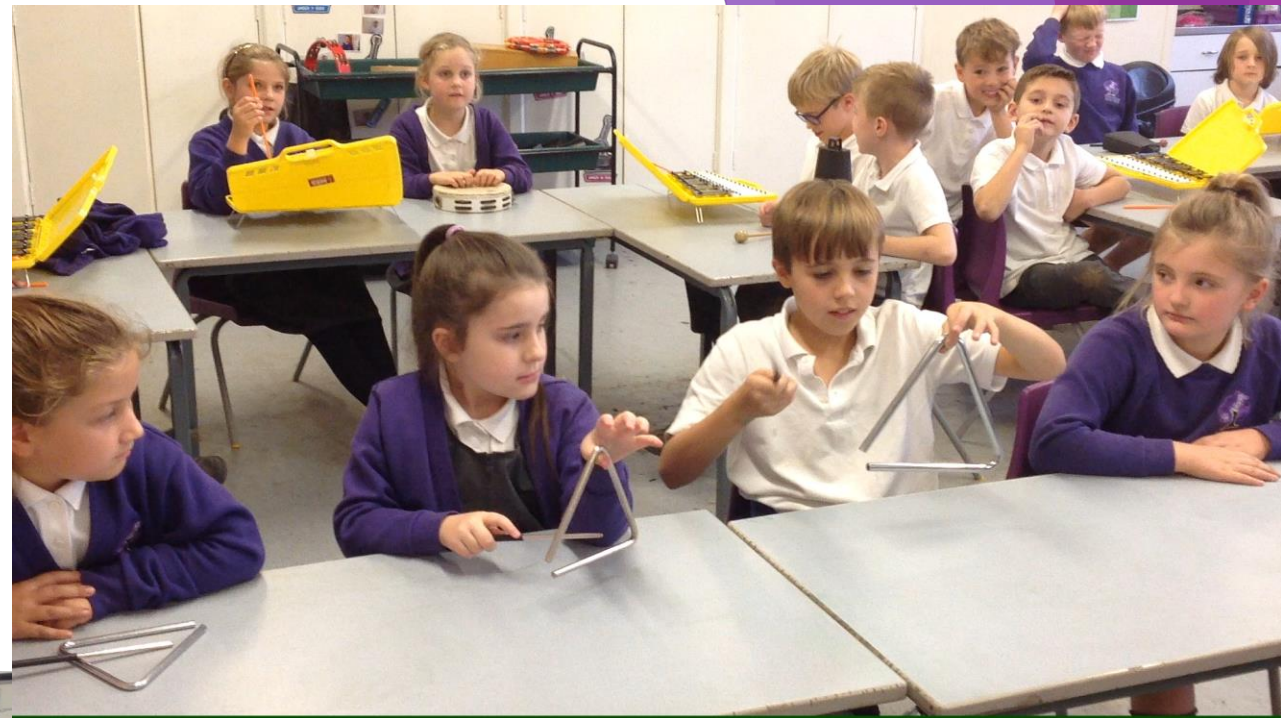
Year 1 - To sing a range of chants and rhymes

Year 2 - Playing Instruments



LKS2

Year 3 - To play instruments with increasing control and accuracy



Year 4 - Playing instruments with increasing control and accuracy



UKS2

Year 5 - Recorders - Listen and Appraise



Year 6 - To play 5 part samba rhythms as an ensemble

IMPACT - STAFF VOICE



- ▶ Based off a staff voice centred around overall teaching confidence surrounding Music, the results found that staff were confident to deliver lessons but less confident in using correct terminology.
- ▶ Staff 's review of the planning enabled me to add challenge points and a glossary of terms to support teachers further in their teaching of music.

NEXT STEPS:



- ▶ To ensure every child accesses a Music school trip. KS1 and KS2 singarounds and Big Sings booked. EYFS booked on EYFS Early Years Celebration.
- ▶ Planning amended to support staff in challenging higher ability learners.
- ▶ Extra-curricular clubs to continue.