

## MUSIC AT INGOLDISTHORPE C of E VA PRIMARY SCHOOL



**'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'**

**Plato.**

Music is a unique way of communicating that can inspire and motivate children and at Ingoldisthorpe C.E. Primary School we believe that all children should have the right to access a varied musical education. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject whilst building self-confidence. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to understand the history behind music and famous composers. Overall, music should be enjoyed and should give pupils opportunities to be proud of their achievements.

### Implementation

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. All children take part in weekly singing assemblies with songs linked to our school vision, the church calendar and world events. We build upon techniques learnt in class such as singing as part of a round.

Across year groups, pupils' understanding of music will be developed through units of work which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose their own pieces. They are also taught to sing and play in time, controlling the sound and pace. Additionally, they are

taught different ways to represent sounds graphically and symbolically. The Charanga Scheme is used where appropriate to enhance the children's learning.

Across both Key Stages there should be access to both melodic (glockenspiel) and rhythmic (tambourines, drums, etc) instruments. Children in Key Stage 2 receive weekly tuition from a music specialist from the Norfolk Music service.

In Year 1 and 2 the instrumental focus will be percussion instruments and glockenspiels.

In Year 3 and 4 the instrumental focus will be playing the recorder and building upon skills acquired in previous years on the glockenspiel, year 5 and 6 focus on the recorder and keyboards - we aim to add ukulele to their focus in time.

Our teaching focuses on:

- Developing an ability to sing in tune and with other people
- Developing an ability to recognise pulse and pitch
- Developing an ability to play instruments with control and sensitivity working with others to make music
- Developing an ability to recognise how individuals combine together to make sounds
- Develop knowledge of musical notation and how to compose simple musical melodies

## Extra-Curricular and Opportunities for Music

- Singing assembly — Once a week, a whole school assembly meets to learn hymns and songs for assembly and special occasions linked to R.E. and P.S.H.E
- Listening and Appraising — 4 times a week the whole school meets for whole school assemblies. As the children enter and leave the hall, they have the opportunity to listen to a new piece of music from different genres, cultures and periods of history.
- School productions — Each year group has the opportunity each year to host a production to showcase their talents in drama, dance and music, as well as links to other curriculum subjects. Year R 1 and 2 host Nativity performance at Christmas time. Year 3 and Year 4 host the Easter production, Year 5 and Year 6 conclude the academic year with a summer production.
- Performances - in addition to the performances mentioned above, children have the opportunity to partake in the Harvest service, Remembrance service, a Carol and Christingle service to celebrate Christmas, an Easter Service at church and a musical celebration in the Summer term. The children are also given the opportunity to showcase their musical talents in the school Talent Show at the end of the Autumn term.
- We provide after school clubs involving music- choir and dance. The children are given the opportunity to perform both inside and outside school.

- Peripatetic music lessons in ukulele, keyboard and brass are currently offered (at additional cost).
- Concerts and performances - at Ingoldisthorpe CE Primary School, we believe that performance is vital within the music curriculum; each child either independently, as part of a group or with the whole class will be given the opportunity to perform to their peers, other classes or the whole school during assemblies. Additionally, where possible, parents and carers are invited to watch live pieces of music during our school music morning.
- Visitors - All children will have the opportunity to listen to and work with music specialists throughout their time at school. We have in recent years been visited by classical musicians including a violinist, worked with the Orchestra of the Age of Enlightenment and had the opportunity to watch pantomimes.

## **Intent**

At Ingoldisthorpe, we would like all children to become confident musicians and embrace the creativity that music lessons offer. Our music curriculum will inspire and engage children to develop a passion for music and their ability as they move through the school. Our scheme of work is in line with statutory requirements, as well as ensuring that each year group will teach specific areas of music, which are designed to expand the learning obtained in previous years whilst building further on pupil's musical knowledge and skills. Our music lessons are designed to engage children with their own learning, to inspire them and to build upon and make links between knowledge and skills learnt in previous years. Our music lessons are also delivered with the intent for children to form their own independent views and to realise the power music can have and the different purposes music also serves. It is also a chance for children to experiment, in a safe space, expressing themselves using different elements of music.

## **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

A progression of what is taught in music throughout the years is identified in our Progression of Skills document and our curriculum overviews.

## Our curriculum overview

Music	African music Drumming rhythms Call and response songs	<b>Key knowledge:</b> -To identify beat and begin to create their own rhythm -use percussion instruments -experimenting with volume, beat and rhythm	Listening and Performing Using our voices expressively and creatively Call and response  Tuned and untuned instruments  Nativity Harvest	<b>Key knowledge:</b> - learning songs by singing together -identify a tempo, beat and rhythm -experiment with tuned and untuned instruments	Stone Age inspired music. Origins of music Genre Rock: Queen 'We will Rock You'	<b>Key knowledge:</b> -How long have people played music? -What instruments did they play? -What were they made from? -rock music as a genre -beat, constant beat, tempo & dynamics	10 plagues of Egypt – composing music of slaves and from video inspiration  Pitch, beat, rhythm, timbre, dynamics structure and pentatonic scale  Charanga classroom Jazz 2	<b>Key knowledge:</b> -to know Pitch, beat, rhythm, timbre, repetition, dynamics structure and pentatonic scale -to use appropriate knowledge in composing music -to know how to play a range of percussion instruments
		<b>Key skills:</b> -simple composition, using instruments safely and carefully -to recognise beat in music -begin to form opinions on music		<b>Key skills:</b> -to use our voices expressively and creatively -to listen and appraise music -perform music to an audience -follow a beat, tempo and rhythm -understand pitch and dynamics		<b>Key skills:</b> -Identifying and classifying types of instruments -listen to, appreciate, and respond to a piece of music -use percussion to play a beat/constant beat		<b>Key skills:</b> -to play a range of percussion instruments, body percussion -to work as a team to direct and perform a piece of music -to record music (non-standard form) -to evaluate and discuss music
		<b>SEN/G&amp;T:</b> -adult led groups, simplify beat and rhythms they make -more complex beats and rhythm up to 4 beats before repetition		<b>SEN/G&amp;T:</b> -adult support, differentiated tasks, simplified performances -music lessons within school, opportunities for solo performances More complex patterns of music		<b>SEN/G&amp;T:</b> -adult led group/s -differentiated tasks and expectations -identifying and using 8 beats per bar		<b>SEN/G&amp;T:</b> -adult support with group work, smaller range of instruments, support with directing, 1:1 support -leading groups, formal recording of music, scales, introduction of duration ostinato, crescendo, diminuendo

Music	The Nutcracker by Tchaikovsky  The Fantastic Toyshop by Beethoven  Mozart's Toy Symphony  Compose music The Toy Shop Toy dancing and Chinese New year dancing Toy nursery Rhymes	<b>Key knowledge:</b> -Genre of classical music Tchaikovsky and Mozart are composers, who write music -Orchestra and some of the instruments used -Understand and identify terms high/low/rhythm -Sing a range of nursery rhymes	Comparing Genres  Reggae- Ziggy Marley Family Time  Soul- Sister Sledge We are family  Gospel-Andre Bujold will Follow Him  Classical- Antonin Dvorak Songs My Mother Taught Me  Instrument Families	<b>Key knowledge:</b> -to recognise different genres of music -to identify the different instrument families -Understand the form, timbre and texture of a piece of music -Learn and sing songs for the Easter Service	Imitating the rainforest Natural sounds Body Percussion Digital composition  Latin Music genre Salsa Tango	<b>Key knowledge:</b> -to know different genres of Latin music -understand beat, tempo, and dynamics -Know the layout of bars and count four beats per bar	ROCK, POP, RAP MUSIC  Charanga – Fresh Prince of Bel Air and You've got a friend	<b>Key knowledge:</b> -to know different artists and genres of music, considering opinions -to know characteristics of each genre -to know how to find a beat, discuss pitch, volume, dynamics and timbre -to know how to read music on a standard scale and how to record music
		<b>Key skills:</b> -Identify rhythm in a piece of music, whether music is high/ low -Identify and use instruments -Record and follow simple pictorial composition		<b>Key skills:</b> -to listen and appraise music -to form opinions -to make comparisons -explore tuned instruments -follow simple musical notes		<b>Key skills:</b> -listen to and evaluate music with rainforest soundscapes -to make comparisons with Latin American music and another genre -know how to count a beat, speed up or slow down, change volume with body percussion -Be creative when composing digital pieces		<b>Key skills:</b> -to understand a range of instruments -to discuss characteristics of genres -to understand pitch, texture, timbre, harmony, scales, tempo, volume, dynamics and -to read music and to create electronic music using Charanga -to read music and to know how to record music on a standard scale
		<b>SEN/G&amp;T:</b> -Adult to model how to play instruments, whether music is high/low, clap rhythm for children to join in and follow -Extend – use tuned instruments simple music notation, letters GAB		<b>SEN/G&amp;T:</b> -adult support/paired and group work -to form and share opinions with reasoning -to perform in front of an audience		<b>SEN/G&amp;T:</b> -help maintain 4-beat count with peer and adult support -simplified expectations with digital compositions -Counting 8-beats per bar		<b>SEN/G&amp;T:</b> -adult support and supported music on a scale, group work 1:2 max, only bronze level on Charanga -silver and gold level on Charanga, support with using Charanga to create own music, playing a range of instru

Music	Listen, create and compose  Vivaldi, Tchaikovsky The Storm Flight of the Bumblebee Rimsky-Korsakov  Use music spirals to create music for a minibeast, storm music Using percussion instruments Sea shanties Beat, dynamics volume	<b>Key knowledge:</b> -Know the names of some famous composers -Classical music as a genre -Sea shanties are old songs passed down the generations, sung by sailors -Orchestra has many instruments	Create and Compose  Instruments – tuned and untuned, learning to play an instrument  Orchestras	<b>Key knowledge:</b> -to know the difference between tuned and un-tuned instruments -what makes an orchestra -how to follow a beat and tempo -to identify some famous composers	Glockenspiel  Ed Sheeran & Harry Styles – use of Glockenspiel in popular music  What is pop music?  Recorders	<b>Key knowledge:</b> -Know the difference between tuned and un-tuned instruments -High/Low notes -musical notation -timbre – the quality of tone – striking glockenspiel bars, where you strike it, how hard you strike it	Recorders Keyboards  Ancient Greek odysseys BBC radio – singing and learning  Charanga – dancing in the street  Writing music, compose/improvise	<b>Key knowledge:</b> -to know BAGCD on recorders and be confident in playing those notes -to read music and write notations -to sing Greek odysseys, focusing on vocal range and changing pitch, tone -to know beat, tempo, pitch, volume, duration, dynamics, timbre in music
		<b>Key skills:</b> -To identify beat, loud/quiet strong/calm music -Use symbols to begin to compose and follow music so they know when and what to play -to play an untuned instrument		<b>Key skills:</b> -to play an untuned instrument -to use body percussion to compose and perform -to follow a beat and tempo -to make comparisons and form opinions		<b>Key skills:</b> -Identifying glockenspiel in popular music e.g., Sandman by Ed Sheeran or Keep Driving by Harry Styles -play notes from memory -perform for an audience -respond to feedback including from peers -compose own piece of music reflecting on the work of others -		<b>Key skills:</b> -to play the recorder and keyboard, reading music and following musical backing tracks -to learn how to change our singing voice and range to learn songs -to write and compose music -to use percussion instruments both tuned and untuned -to evaluate music and perform
		<b>SEN/G&amp;T:</b> -adult support, group work, 1:1 -create own compositions and use more sophisticated way to show dynamics, volume by altering size of symbols for example		<b>SEN/G&amp;T:</b> -adult support -to form and share opinions with reasoning -to follow a more complicated beat and tempo		<b>SEN/G&amp;T:</b> -simplified tunes to practise -colour coded keys, sheet music -peer supported e.g., reading notes aloud -longer pieces of music to practise -combing a beat with musical composition		<b>SEN/G&amp;T:</b> -adult support and small group work -BAG only on a recorder, repetitive songs on keyboard, note names on music, Charanga to create music -sharp notes, extended pieces of music, creating own music on keyboard, writing down notations

Music	Banga music Indian Stick dancing Percussion to accompany story of The 3 Billy Goats Gruff, 3 Bears  Beat, rhythm, dynamics  School Nativity play	<b>Key knowledge:</b> -learning songs -recognise music style from a different culture -names of at least 3 percussion instruments -what is meant by beat, rhythm and dynamics- loud/quiet	Listening and Performing  *Harvest, Nativity	<b>Key knowledge:</b> - learning songs by singing -to understand that our voices are instruments -to identify instrument families in a range of musical genres -to follow a tempo/rhythm, adjust our voices to harmonise and change pitch	Classical music – Peer Gags 'In the hall of the mountain king'  Music Scores – Composers Hans Zimmer  Composed music to accompany a film scene – tone, mood, emotion.  Recorders  Harvest songs	<b>Key knowledge:</b> -To know what is classified as classical music -To know what types of instruments can be included in an orchestra and how we can group them -recognising beat, rhythm, pitch and dynamics, texture, tone -Know who Hans Zimmer is	Music from slavery Songs and poetry  Musicians: Billy Holiday Billy Joel Winifred Atwell  Charanga sessions – Uvvi on a prayer and classroom jazz	<b>Key knowledge:</b> -pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, repetition, notation, exploring modern music -to use formal/informal musical notation -to understand repetition and how to create a piece of music -to create lyrics and music, harmonise
		<b>Key skills:</b> -to listen and copy songs/music -to tap a beat -to recognise loud/quiet music -to tap a simple rhythm -to respond to music through dance -to listen to and appraise music -to perform to an audience		<b>Key skills:</b> -to use our voices expressively and creatively -to listen and appraise music -to perform to an audience -to follow a rhythm and keep in time -to learn a pattern of songs/music		<b>Key skills:</b> -To listen to and respond to music Reflect on how it makes you feel -Respond to a piece through drama -work as a group to compose a piece of music -Read musical notation -Learn songs, sing in a group -compare a piece of classical music and a film score		<b>Key skills:</b> -compose, create and collaborate -to listen to music for meaning, noticing pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, repetition -understand pentatonic scale -to compare/contrast musicians -to use notation to record musical pieces
		<b>SEN/G&amp;T:</b> -adult support, differentiated expectations -opportunities for solo performances		<b>SEN/G&amp;T:</b> -adult support, differentiated expectations -music lessons within school, opportunities for solo performances		<b>SEN/G&amp;T:</b> -adult/peer supported, differentiated expectations on composition and responding to music -leading group in composition, detailed reflections when listening to and responding to music		<b>SEN/G&amp;T:</b> -only recognising pitch, tempo and volume, supported recording, discussion scribbled by adult/ peers -leading groups and conducting, using formal notation and informal, comparing

<b>Music</b>	Earth and Space -modern music linking to topic  Walking on the moon 'Police'  Holst 'The planets'  Star wars	<b>Key knowledge:</b> -to explore beat, high and low, loud and quiet -to create opinions of diff. genre -comparing music/instruments	<b>Comparing genre</b> Music from the UK; anthems Rock; Queen Pop; The Beatles Musical theatre; Oliver	<b>Key knowledge:</b> -to know a range of genre -to understand pitch, dynamics rhythm and structure. -to identify different instruments	<b>South American Spanish Music</b> -Classical -Carlos Chavez -traditional folk music -pan pipes -folk music -Simon and Garfunkel 'El Condor Pasa' -Popular music - Shakira 'Whenever Wherever' (Spanish version)	<b>Key knowledge:</b> -to understand pitch, dynamics, texture, beat and harmony -know what a composer is -to know how to control pitch and dynamics through blowing -to know about tempo -the history of music in regards to South America (instruments, folk music)	<b>War of the worlds</b> -compare methods of music recording -listen to war of the worlds -improvise and compare music -musical conversation and replies	<b>Key knowledge:</b> -to know timbre, tempo, rhythm, pulse, ostinato and pentatonic scale -to understand composition -to know minim, semibreve, crotchets within a piece of music and how they create suspense and drama -to work as a team to compose -to understand recording music
		<b>Key skills:</b> -identifying -questioning/ discussing -composing	Beethoven: symphony No 6 Pastoral	<b>Key skills:</b> -to listen to a range of music -to review and evaluate music -simple composition	<b>Key skills:</b> -blowing and playing -classifying groups of instruments -comparing genres -increasing tempo through percussion	<b>Key skills:</b> -blowing and playing -classifying groups of instruments -comparing genres -increasing tempo through percussion	<b>Key skills:</b> -to understand how music has changed over time/methods of record -to play and compose music -to read notation and music	
		<b>SEN/G&amp;T:</b> -- adult support/ group work/ chanting -expressing opinions on genre		<b>SEN/G&amp;T:</b> -aimed toward pop/ adult support/ group work/ chanting -expressing opinions on genre	<b>SEN/G&amp;T:</b> -adult support and peer support -simplified expectations on pan pipe composition -greater expectations of composition and change in tempo -quality of control to change dynamics, tone	<b>SEN/G&amp;T:</b> -smaller choice of instruments/adult support/group work support -conducting -recording chords/scales in formal scale and personal way of recording		

<b>Music</b>	Saint Saens Carnival of the Animals (classical music)  Dinosaur Dance Floor song and dance	<b>Key knowledge:</b> -Saint Saens was a famous composer of classical music -symbols can be used to compose music which shows what and when to play	<b>Create and Compose</b> Instruments – tuned and untuned, learning to play an instrument	<b>Key knowledge:</b> -to know the difference between tuned and un-tuned instruments -to understand why sailors sing sea shanties	Sea Shanties – singing in harmony: Nathan Evans – Wallecrab,  Composing lyrics	<b>Key knowledge:</b> -To know how to sing in harmony -To know how to count syllables so lyrics fit with beat/rhythm -Know about traditional seaside music	Charanga – music and me	<b>Key knowledge:</b> -to know how to find a beat, recognise tempo, describe instruments, sounds and feeling of music -to know how to sing, harmonise, change note, tone and to match music -how to work together, conduct
	Composing music on a spiral and using percussion instruments	<b>Key skills:</b> -to compose music on a spiral using symbols/pictures -to follow the spiral to play music -to play an instrument quietly/loudly quickly/slowly	Sea Shanties  Recap beat, rhythm, dynamics, tempo, pitch and instrument families	<b>Key skills:</b> -to play an untuned instrument -to use body percussion -to learn a sea shanty and keep to the tempo	Instrumental music – Fairground organs Church organs/choir accompaniment	<b>Key skills:</b> -listen and appraise a piece of music -find the pulse -write new lyrics for an existing sea shanty	Composing music reflect inventions and inspirational technological advances  Recorder learning and playing BAGDCE	<b>Key skills:</b> -to recognise instruments in music and timbre of music -to be able to read/ write notations in formal or personal format -know how to play a range of percussion instruments, conduct a group and work as a team
	Recap beat, rhythm, dynamics, tempo, pitch	<b>SEN/G&amp;T:</b> -adult support -create own compositions and use more sophisticated way to show dynamics, volume by altering size of symbols for example		<b>SEN/G&amp;T:</b> -adult support -to form and share opinions with reasoning	<b>SEN/G&amp;T:</b> -adult support and peer support -simplified expectations when appraising music -support with counting syllables, finding rhythm, understanding pulse -greater expectations of song lyric		<b>SEN/G&amp;T:</b> -Charanga bronze level – individual learning with an adult -conduct a group and record composition on formal scale -support peers with learning of recorder and E as well as sharp notes -greater expectations of Charanga level – silver/ gold	

## SEND in MUSIC

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable all children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.



Adjustments may include;

- Adapted objectives and learning resources to meet a child's cognitive ability
- 1:1 sessions with a trusted adult
- Small group sessions
- Coloured and adapted visual resources
- Support in class with an adult
- Limited vocabulary and objectives
- Scaffolded pre learning
- Adapted and bespoke images/ visuals
- Parental support paperwork where needed

- Supported recapping of the learning to avoid misconceptions
- Hands on activities and sensory breaks where needed

## Most able children in music

Those children who appear to be the most able in music will be given the chance to extend and enhance their ability through extra-curricular clubs, being given the opportunity to perform to the school in sharing assemblies and church services or engage in peripatetic lessons for example. Lessons will be adapted to ensure that their talents progress. All children will be given wider opportunities in shows, events and performances to show their talents.

## Impact of music

We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. In Key Stage 1 and 2 evidence may be recorded in topic books or through sound or video recordings. Assessment will be ongoing throughout the term, as outlined in the Assessment Policy. At the end of a unit of work, the teacher makes a summative judgement. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work.

By the end of Key Stage 2, the children at our school have developed a love of music, are confident to perform to an audience, read music and can play a musical instrument.

