



## **Subject Story**

### **Music**

#### **Intent**

At Morden, our main aim of music education is to help children appreciate and achieve musical quality. Musical quality requires confidence, independence and ownership. These characteristics are developed constantly.

Music is a powerful form of communication that brings together intellect and feeling and enables personal expression, reflection and emotional development.

#### ***The National Curriculum states:***

*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.*

#### ***The National Plan for Music Education states:***

*Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.*

Music lessons are skills based and enable children to take part in interactive lessons, become familiar with a range of ways to explore sound and key vocabulary. Children are given the opportunity to ask questions, work together, experiment, refer to high quality examples and take risks to reach their musical potential. Our music curriculum makes cross curricular links with other subjects taught and consolidates learning within a theme.

#### **Implementation**

Children in KS2 are taught weekly by a music specialist member of staff at Morden Music lessons are taught every week (from EYFS-Y6) by class teachers, with the support of the music subject leader. The music subject lead has a high level of music education and a range of instrumental and compositional experiences.

We follow the Charanga scheme throughout school as a basis for our music teaching but this is supplemented by a range of other ideas and resources including the use of the music leader's own compositions, popular songs and the use child levelled singing material. This covers National Curriculum requirements.

Lessons sometimes make reference to topic themes where appropriate and its effectiveness are discussed with the class teacher.

KS2 children are given opportunities to learn how to use musical instruments as part of their weekly music lessons. In addition to this, children sign up to take part in weekly music tuition with Rocksteady (visiting rock music instrumentalists).

Children in all key stages are given opportunities to perform in Christmas Nativities, Carol Concerts, Winter Wonderland shows, Carol Singing in the local area, Rocksteady Rock Shows and end of year School Musicals.

### **Impact**

- Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary.
- Children enjoy their music lessons and are able to communicate musical understanding through composition, performance, listening and appraising music from different times, styles and cultures.
- Children have access to a selection of percussive and melodic instruments to demonstrate aural, written and creative music learning.
- Children across the school enjoy singing as a means of personal expression, physical and emotional wellbeing and embedding cross curricular learning.

### **If you were to walk into Music lessons at Morden, you would see:**

- . Reference back to the Charanga planning summary – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities. Reference to the vocabulary relevant to each particular lesson.
- . Retrieval practice – giving learners the chance to consolidate previous skills and knowledge.
- . Music teaching of a high quality across the school.
- . EYFS using short enjoyable music session inc. songs and rhymes sung daily.
- . Singing used as an instrument for all children to access a range of musical concepts.
- . Children engaged in music learning that enables creativity, teamwork, performance and appraisal.
- . Percussion/tuned instruments and iPads used to access a range of music learning.
- . Children rehearsing and performing songs from the current unit of work.

### **Pupil Voice:**

**Year 1:** In music we are good at listening, it helps with our thinking and when we are playing instruments.

**Year 2:** I know I am in a music lesson because everyone is clapping and tapping, singing and having FUN!

**Year 3:** To get better at music I need to practise playing the glockenspiel.

**Year 4:** The teacher helps us in music by singing to the class and breaking the song up into small parts.

**Year 5:** I know I am in a music lesson because we have different challenges like finding the pulse and playing rhythms. We use glockenspiels and our voices. We watch instruments being played on videos in different styles and from different countries. We have fun in music.

**Year 6:** The skills we need in a music lesson are learning different rhythms; having good listening skills; having a good imagination; explaining how instruments work; describing different beats and knowing different styles: R&B, Soft Rock...

## Examples of learning



Composing using glockenspiels



Visiting music workshop



EYFS exploring musical instruments



Performing in KS2



KS1 Rocksteady

## An example of skills and knowledge progression within our Music curriculum

Spring	Skills	Knowledge	Vocabulary
Y1	<p><b>In The Groove</b> Listening and appraising. Finding the pulse. Identify the style of music listened to. Clap rhythms and compose your own. Singing together in time to the pulse. Play an instrument using CD. Improvise using CD. Compose using CDE. Performing and evaluating inc. feelings.</p> <p><b>Round And Round</b> Listening and appraising. Recognise 2 more instruments. Use imagination to find the pulse. Clap rhythms using syllables. Sing a song using actions. Play an instrument using DFCD. Improvise using DE. Perform and evaluate.</p>	<p><b>In The Groove</b> Understanding the musical features of Blues, Latin, Folk, Funk, Baroque &amp; Bhangra. How to be 'in the groove' with different styles of music. Knowing the value of crotchets.</p> <p><b>Round And Round</b> Understanding the musical features of Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up &amp; Latin fusion. Understanding pulse, rhythm and pitch in different styles of music. Knowing the value of semibreves, minims and crotchets.</p>	<p><b>In The Groove</b> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><b>Round And Round</b> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p>
Y2	<p><b>I Wanna Play In A Band</b> Listening and appraising. Finding the pulse. Recognising a selection of instruments from music listened to. Freestyling finding the pulse. Clap rhythms using syllables. Play in instrument in time using DGFC. Compose a simple melody with simple rhythms using FGA. Perform and evaluate.</p> <p><b>Zoetime</b> Listening and appraising. Identify the pulse and style when listening to music. Identify the instruments being played. Copy and composing rhythms. Pitch matching through singing, while dancing. Play, improvise and compose with instruments using CDE.</p>	<p><b>I Wanna Play In A Band</b> Understanding the musical features of Rock. Assuming roles to play together in a band, in a particular style. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing the value of Minims, Crotchets and Quavers.</p> <p><b>Zoetime</b> Understanding the musical features of Reggae. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing that dynamics are the degrees of volume. Knowing the value of Minims, Crotchets and Quavers.</p>	<p><b>I Wanna Play In A Band</b> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Zoetime</b> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
Y3	<p><b>Three Little Birds</b> Listening and appraising. Identify a piece's structure, instrumentation and voices. Inventing rhythmic and melodic patterns. Play instruments using GAC. Improvising using CD. Composing using simple rhythms and CDEGA (Pentatonic scale) Performing and evaluating.</p> <p><b>The Dragon Song</b> Listening and appraising. Identifying instrument names from listening. Identifying song themes with cross curricular links. Explain how a song tells a story. Copying and composing rhythms. Playing, improvising and composing reading notation and pitches GAB. Performing and evaluating.</p>	<p><b>Three Little Birds</b> Understanding the musical features of Reggae. Understanding the pentatonic scale. Knowing what rhythmic and melodic patterns are. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Knowing the value of Crotchets and Rests.</p> <p><b>The Dragon Song</b> Understanding the musical features of Funk and World Music. Knowing PSHE themes within songs. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Understanding the difference between composing and improvising. Knowing the sections of a song structure. Knowing the value of Minims &amp; Crotchets</p>	<p><b>Three Little Birds</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p> <p><b>The Dragon Song</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>

## Successes in 2021-2022

### Develop:

- . Pupil voice shows progress in pupils recall and retrieval of key vocabulary.
- . Teachers have come to the subject leader for clarity on the meaning of vocabulary and how to implement them into lessons.
- . Music assessment successfully rolled out in Autumn Term.
- . Musical instruments in fairly good condition at the end of the year, despite being used regularly.
- . Assessment data in place to analyse trends shows that most children can keep an accurate pulse.

. Continued exposure to music in the classrooms across other subjects and in assemblies to develop a natural sense of pulse.

### **Embed:**

- Monitoring (pupil voice) showed that Music lessons match lesson plans, which match progression documents.
- Charanga scheme of work used across the school to teach music.
- Pupil voice proves a developing confidence in explaining basic vocabulary such as pulse, rhythm, tempo etc.

### **Priorities for 2022 - 2023**

**(Blue sentences here – what we achieved. Blank if not achieved)**

#### **Identify:**

- Progression documents for each year group will be reviewed to reflect diversity.

#### **Develop:**

- A bank of resources to support diversity coverage will be sourced.
- All children to demonstrate a natural sense of pulse when marking the speed of a piece of music, consistently.

### **Embed:**

- Children taking more responsibility for the maintenance of the musical instruments.
- Teachers to use efficient assessment system to inform the teaching of the next unit.
- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into a Music lesson ...*) are evident in all lessons.
- The majority of children will be aware of new vocabulary and can explain.
- Children will be able to appraise a piece of music with initial support.
- Resources will be used regularly in Music lessons and demonstrated with confidence.
- Diversity will be reflected across LTP for Music.

### **Priorities beyond 2023**

#### **Establish:**

- Children/Non-Specialist Teachers will be able to use Music vocabulary with good confidence.
- Children will be familiar with Music appraisal and be able to do this independently.
- Teachers will be able to complete end of unit assessments to track progression of skills and knowledge with confidence.
- All children to use their singing voice with confidence and quality.

### **Some websites you might find particularly interesting**

BBC Bitesize KS1: <https://www.bbc.co.uk/education/topics/zw2ntv4/resources/1>

BBC Bitesize KS2: <https://www.bbc.co.uk/education/topics/zcbkcj6/resources/1>

Classic F.M.: <http://www.classicfm.com/>

The School Run: <https://www.theschoolrun.com/other-subjects/music>

Charanga: [www.charanga.com](http://www.charanga.com)