



AB Kettleby and Somerby Primary School



Subject: MUSIC

Intent and design

*Our aim is to foster a lifelong love of music in our young people whilst promoting emotional well-being, self-expression and creativity. We strive to nurture aspirational and motivated young musicians who are curious about music and the many forms in which it presents itself. With a view to supporting children's love of musical learning whilst simultaneously meeting current curricular requirements, we provide the opportunity for **all** children to learn how to play and perform on, as well as take care of, a variety of tuned and untuned instruments during their time at school.*

Our Vision: to equip our pupils with the skills and qualities to become resilient, independent, lifelong learners.

Vision and Aims	Outcomes for pupils in Music Children will have: • An interest in musical learning, developing curiosity about music and its elements • The opportunity to learn how to play a tuned musical instrument • The ability to use their voices expressively on a regular basis • The skills to play both tuned and untuned instruments musically • The ability to read and understand musical notation • The skills to play from musical notation • The opportunity to compose music using notation • The chance to perform music, including their own compositions, and critically appraise their performances • The ability to improve their compositions and performances • The skills to listen to music from a range of historical periods, genres and traditions, and appraise using musical vocabulary • The chance to develop life skills such as co-operation, mutual support, self-discipline, commitment and communication • The opportunity to develop determination and resilience through the embracement of musical opportunities

Key Principles underpinning our curriculum	Knowing more and remembering more	CLARITY OF PURPOSE What are we learning? How are we learning it? Why are we learning it?	PROGRESSION OF KEY CONCEPTS Appropriate pitch and expectations		
		CONNECTIONS Making explicit links and connections between subjects and real life experiences. Cross curricular links.	Key musical vocabulary (subject specific)	Skills being used and developed further within each year group.	Use of assessment to see whether children have remembered, and applied skills taught

Implementation

As part of CPD, subject lead went on course of list of statutory requirements (timetable music every week, access to range of instruments and voice, school group/band) showcasing guitars and nativity to parents. Space for rehearsals and individual practice. Termly school performance. Pantomime for live music, Leicestershire music festival and JFC performance in January.

Impact

We save performance through videos and dojo posts for parents to see. Parents either get to come in to see a performance or watch through dojo at beginning and end. Video nativity this year. At beginning of year/topic recapping what is done.

Continue working on how to do more individual assessments as part of the action plan.

By the end we want chn to be able to articulate what a good musician would be.

How do we organise learning / sequence of learning?

Mapped out subjects from Reception to Y6 using specialist help from JFC to make sure the transition to y7 is clear. Using statutory national curriculum and link in other learning as it sees fit. We build on learning as some things are repeated. E.g in EYFS they make noises using different items like rustling leaves and by y456 they use guitars to create music. IN EYFS looking at nursery rhymes and patterns. Rhythmic patterns from Y456.

What aspects are repeated?

Key skills are repeated to enable them to be built on each year. For example, tempo, pitch, tone, rhythm etc

How does the content prepare children for the following year?

Planning follows small steps and revisits previous learning to enhance recall. Children in year 6 benefit from connections with JFC to help them transition into KS3.

How do you support long term memory of learners?

All lessons begin with a recap of previous learning. From last lesson or even as far back as previous years. THIS can be in the form of quick quizzes or as it occurs within their learning.

What resources do you use?

Chn are supported with extra support in lessons with TAs when needed and in EYFS through motor skills if struggling. Offering 1:1 guitar moving forward (other instruments throughout year) for chn that are progressing quicker to push them further. We recap at beginning of



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lessons what we learnt last week and bring in prior learning. In y2/3 some book work showing children interpreting music and what they hear. Using Charanga to support teachers in planning and resourcing.

Components	Lessons 1 a week across a minimum of 3 half terms in each topic cycle	Events Weekly singing assemblies Performances (Christmas, Easter, end-of-year show) World Music Day (June)	Visits/Visitors/Community LSMS staff for instrumental lessons from Autumn 2022 LSMS staff member for World Music Day Musical performers invited into school where appropriate Choir to visit local care homes	Environment Music display in KS2 classroom with photos of instrumental learning, key musical vocabulary and notation definitions
SMSC	In addition to our Music curriculum, children are given the opportunity to take part in a school choir to build confidence and self-esteem in their singing abilities. When they take part in the choir they will get the chance to sing in concerts alongside other schools. This can help them to contribute to society by taking part in local singing groups. We also offer instrument lessons in Y4/5/6 where children are given an instrument for the year that they can look after and practice with at home. This helps children to gain self-knowledge of what it is like to own and look after an instrument and hopefully encourage them to continue learning outside of school. Children are also given the chance to take part in the Leicestershire music event where they will sing and play new instruments. They get to learn about instruments they might not have known were available to them. We also have performances throughout the year, e.g. Nativity, Christmas concert, end of year production where children can show everything they have learnt in Music and Performing arts throughout the year.			
Key aspects to develop	Listening and understanding	Singing, playing and performing	Composing	Appraising and improving
Contextual key drivers	Transferable knowledge	Specific subject knowledge	Vocabulary	



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Autumn 1	EYFS / Y1 Superheroes People who help us	Y2/3 Let's explore SMB/ABK Being Unique	Y4/5/6 Invaders Where in the world Extreme Earth
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Harvest assembly in church for all year groups. Charanga Unit- My Musical Heartbeat (Year 1 Unit 1) EYFS: Children will begin to sing a range of well-known nursery rhymes and songs. EYFS: Children will begin to explore performance by singing songs and nursery rhymes as a class. National Curriculum objectives: Y1- Children will listen to with concentration and understanding to a range of high-quality music and nursery rhymes. Children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Charanga Freestyle Unit- Our World Nursery Rhymes. <i>Exploring rhythm and pulse (repeating patterns)</i> EYFS – children will begin to explore and engage in music making and dance, performing solo or in groups. Nursery rhymes & counting songs	– children will listen with concentration and understanding to a range of high-quality live and recorded music from different traditions; they will begin to recall sounds with increasing aural memory. Focus on children expressing their preferences / dislikes about a range of musical styles from different periods. Take pieces from Model Music Curriculum for Year 2 Western Classical Tradition and Film Bolero (Ravel – 20th Century) Popular Music Hound Dog (Elvis Presley – Rock and Roll) Musical Traditions Baris (Gong Kebyar of Peliatan – Indonesian Gamelan) Charanga Unit- Playing in an Orchestra- Year 2 Unit 2 Curriculum objectives Children will improvise music (KS2) Children will perform solo and ensemble using voices and playing instruments. (KS2) Children will appreciate and understand music (KS1 and KS2)	<u>Guitar whole class tuition</u> KS2 – children will play and perform in solo/ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - children will listen with attention to detail and recall sounds with increasing aural memory. <u>Key skills</u> <i>Sing and play with awareness of pulse and control of rhythm</i> <i>Identify melodic phrases and play them by ear</i> <i>Perform a repeated pattern to a steady pulse</i> <i>Recognise rhythmic patterns</i> <i>Perform in different ways, exploring the way the performers are a musical resource</i> African Drum Whole class tuition KS2 – children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - children will listen with attention to detail and recall sounds with increasing aural memory. African drums are available to borrow from the Grove; ensure to contact the school in advance to ensure availability.
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EYFS – children will begin to sing a range of well-known nursery rhymes and songs (expressive arts and design)

Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes

Otherwise use LSMS ‘table-tappers’ drumming /body percussion videos

Key skills

Sing songs in tune and with an awareness of other parts
Internalise rhythmic patterns and play these back on percussion instruments
Demonstrate ability to play at different tempos and dynamics
Identify and control different ways percussion instruments make sounds
Improvise rhythmic patterns
Present performances effectively with awareness of audience, venue and occasion
Improve work through analysis, evaluation and comparison

Extreme Earth

Brass whole class tuition

KS2 – children will play and perform in solo/ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - children will listen with attention to detail and recall sounds with increasing aural memory.

Key skills

Sing and play with awareness of pulse and control of rhythm
Identify melodic phrases and play them by ear
Perform a repeated pattern to a steady pulse



			<i>Recognise rhythmic patterns</i> <i>Perform in different ways,</i> <i>exploring the way the</i> <i>performers are a</i> <i>musical resource</i>
	Once upon a time Down on the Farm	Great Fire of London Egyptians	Invaders War: What is it good for? Victorians
Autumn 2	<i>Music to be taught through</i> <i>Nativity (BOTH CYCLES)</i> <i>Objectives met:</i> <i>Exploring pitch through a chosen</i> <i>song (one that tells a story)</i> Singing Christmas songs for a performance (nativity themed) EYFS – - children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (Nativity songs) Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes (Nativity songs)	No formal music this term on both cycles other than rehearsing songs for Christmas performances etc. - children will use their voices expressively and creatively with increasing accuracy, fluency and control.	Continuation of Guitar unit from Autumn 1 Continuation of drumming unit from Autumn 1 Continuation of brass unit from Autumn 1



Spring 1	Wonderful Weather Come and Play! Vivaldi's <i>Four Seasons</i> Bringing the rain on the Kapiti Plain by Verna Aardema - musical accompaniment using instruments EYFS – children will increasingly sing a range of well-known nursery rhymes and songs - children will increasingly explore and engage in music making and dance, performing solo or in groups Y1 – children will use their voices with increasing expression and creativity by singing songs and speaking chants and rhymes - children will play tuned and untuned instruments with increasing musicality Charanga Unit- Exploring sounds (Year 1 Unit 3) Making different sounds with instruments. EYFS – children will increasingly explore and engage in music making and dance, performing solo or in groups. Y1 – children will increasingly experiment with, create, select and combine sounds using instruments (inter related dimensions of music, E.g Pitch and tempo)	Under the Canopy Pollution Solution No formal teaching of music in this half term	Glorious Greeks Wat The Romans Charanga Unit- Exploring Feelings when you play- Year 4 Unit 2 National Curriculum Objectives- Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Charanga Unit- Compose with your friends- Year 4 Unit 3 National Curriculum Objectives- Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Charanga Unit- Feelings Through Music- Year 4 Unit 4 National Curriculum Objectives- Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
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	Dastardly Dinosaurs Beats and Boogies	Pure Imagination A picture Paints a Thousand Words	
Spring 2	<i>Exploring pulse and rhythm</i> Theme from Jurassic Park – can the children find the pulse and maintain it? Experiment with speed of the pulse – starting very slow, gradually speeding up (link to T-Rex hunting its prey) Create rhythmic chants for different dinosaurs (different rhythm patterns) on untuned instruments EYFS – children will increasingly explore and engage in music making and dance, performing solo or in groups Y1 – children will increasingly play tuned and untuned instruments musically – children will increasingly experiment with, create, select and combine sounds using the inter-related dimensions of music <i>Performing with instruments</i> (chance to consolidate learning from Autumn 1 on rhythm/pulse – linked to topic theme) Peter and the Wolf Easter songs EYFS – children will increasingly explore and engage in music making and dance, performing solo or in groups.	Charanga Unit- compose using your imagination- Year 3 Unit 3 National Curriculum objectives met- Use and understand staff and other musical notations. (KS2) Listen with attention to detail and recall sounds with increasing aural memory. (KS2) Charanga Unit- Writing Music Down- Year 3 Unit 1 National Curriculum objectives met- Use and understand staff and other musical notations. (KS2) Listen with attention to detail and recall sounds with increasing aural memory)	Charanga Unit- Sing and play in different styles- Year 5 Unit 2 National Curriculum Objectives- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Charanga Unit- Composing and Chords- Year 5 Unit 3 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Use and understand staff and other musical notations.



	– children will perform songs, rhymes, poems and stories with increasing confidence, and try to move in time with music (when appropriate). Y1 – children will use their voices with increasing expression and creativity by singing songs and speaking chants and rhymes - children will play tuned and untuned instruments with increasing musicality		Listen with attention to detail and recall sounds with increasing aural memory. Charanga Unit- Enjoying Musical Styles- Year 5 Unit 4 National Curriculum Objectives- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
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	Dragons and Drawbridges Into the Woods	Rocks, Relics, Rumbles Seasides	Feeling Hot Hot Hot Ancient Ancestors Amazing Americas 22/23
Summer 1	Learning of National Anthem Exploration of medieval music that would have been played in castles – how would children describe it and what do they think of it? KS1 – children will use their voices expressively and creatively by singing songs and speaking chants and rhymes KS1 – children will listen with concentration and understanding to a range of high-quality live and recorded music ELG – children will explore and engage in music making and dance, performing solo or in groups. Charanga Unit- Big Bear Funk- Freestyle EYFS Unit and Collections Children will: - listen and appraise funk music - learn to sing big bear funk - play Instruments with the song - perform song with Instruments as a class	– children will play tuned and untuned instruments musically with increasing accuracy, fluency, control and expression - children will experiment with, create, select, combine, improvise and compose sounds using the inter-related dimensions of music, and they will use musical notation. <i>Boomwhackers</i> Focus on rhythm/pulse (youtube videos for simple songs) and also composition (pupils to create composition to perform) <u>Key skills</u> - <i>identify the pulse and join in, getting faster and slower together</i> - <i>perform a rhythm to a given pulse</i> - <i>handle and play instruments with control</i> - <i>contribute to the creation of a class composition</i> - <i>identify how sounds can be changed</i> <u>Recorders unit - part 1</u> – children will play tuned and untuned instruments musically in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Focus this half term on breathing technique, fingering notes	Charanga Unit- Music and technology- Year 6 Unit 1 National Curriculum Objectives- Improvise and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Charanga Unit- Creative Composition- Year 6 Unit 3 National Curriculum Objectives- Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.



	<u>Ocarina unit - part 1</u> – children will play tuned and untuned instruments musically in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Focus this half term on breathing technique, fingering notes correctly, producing quality sounds, then progress to diatonic scale (up and down) followed by songs from the scheme. <u>Key skills</u> <i>Sing with a sense of awareness of pulse and control of rhythm</i> <i>Accompany a song by clapping or playing the pulse or rhythm</i> <i>Handle and play instruments with control</i> <i>Create long and short sounds on instruments</i> <i>Play from notation</i> <i>Perform together and follow instructions that combine the musical elements</i>	correctly, producing quality sounds, then progress to diatonic scale (up and down) followed by songs from the scheme. <u>Key skills</u> <i>Sing with a sense of awareness of pulse and control of rhythm</i> <i>Accompany a song by clapping or playing the pulse or rhythm</i> <i>Handle and play instruments with control</i> <i>Create long and short sounds on instruments</i> <i>Play from notation</i> <i>Perform together and follow instructions that combine the musical elements</i>	Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music, Listen with attention to detail and recall sounds with increasing aural memory. KS2 – children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - children will develop an understanding of the history of music Music from the Americas – Samba, blues, rock n roll, tango, soul <u>Key skills</u> <i>Identify different moods and textures</i> <i>Identify how a mood is created by music and lyrics</i> <i>Listen to longer pieces of music and identify features</i>
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			<i>Analyse, evaluate and compare pieces of music drawn from different historical periods</i>
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	Wilderness Explorers Ocean Commotion	Into the Unknown Nurturing Nurses	Mystery of Mayans Ancient Ancestors
Summer 2	<i>Listening to a range of musical styles from different periods, and expressing opinions about music</i> KS1 – children will listen with concentration and understanding to a range of high-quality live and recorded music Recommended pieces in line with the Year 1 Model Music Curriculum: <i>Western Classical Tradition and Film</i> <i>Mars from 'The Planets' (Holst – 20th Century)</i> <i>Popular Music</i> <i>Runaway Blues (Ma Rainey – Blues)</i> <i>Musical Traditions</i> <i>Fanfarra (Sergio Mendes – Samba)</i> <u>Ocarina unit - part 2</u> – children will play tuned and untuned instruments musically with increasing accuracy, fluency, control and expression - children will experiment with, create, select, combine, improvise and compose sounds using the inter-related dimensions of music, and they will use musical notation. Focus this half term on composition, including performance and evaluation	No formal music on Cycle A this half term <u>Recorders - part 2</u> – children will play tuned and untuned instruments musically with increasing accuracy, fluency, control and expression - children will experiment with, create, select, combine, improvise and compose sounds using the inter-related dimensions of music, and they will use musical notation. Focus this half term on composition, including performance and evaluation <u>Key skills</u> <i>Recognise phrase lengths and know when to breathe</i> <i>Recall and remember short songs and sequences/patterns of sounds</i> <i>Begin to internalise and create rhythmic patterns</i> <i>Contribute to the creation of a class composition</i> <i>Create and choose sounds in response to a given stimulus</i> <i>Perform long and short sounds in response to symbols</i> <i>Choose sounds carefully and make improvements to their own and other's work</i>	Amazing Americas 22/3 No formal music on both cycles this half term. Y4/5/6 performance - children will perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression



	<u>Key skills</u> <i>Recognise phrase lengths and know when to breathe</i> <i>Recall and remember short songs and sequences/patterns of sounds</i> <i>Begin to internalise and create rhythmic patterns</i> <i>Contribute to the creation of a class composition</i> <i>Create and choose sounds in response to a given stimulus</i> <i>Perform long and short sounds in response to symbols</i> <i>Choose sounds carefully and make improvements to their own and other's work</i>		
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How to plan for progression	Medium Term Planning Pre-learning – ensure to establish what children already know before teaching the unit. Music is mostly standalone, but where possible, make links to the 'Big Question' topic. Links to other subjects, e.g. literacy (song lyrics/diction), mathematics (duration), languages (French songs). Identify key vocabulary – <i>see separate domain-specific vocabulary documents for each key stage / year group</i> Identify any misconceptions for the unit of work. Identify other learning opportunities - can this learning be transferred into other subject areas? Identify challenges for all abilities. By carefully identifying the barriers which individual children experience, teachers will be able to provide a challenging but achievable curriculum for pupils with SEND. Having high expectations of pupils with SEND can enable them to realise their potential that the barriers they experience might otherwise prevent. Assess progress of unit- Did children meet the learning objectives within the unit? Did children make progress within the unit? How do we identify children who are falling behind? What are we doing to narrow the gaps?



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How do we include and support children with SEN in music?

Offering a different instrument to accompany class performances (e.g. percussion) in cases where the child cannot access the whole-class instrument.
 Prioritising basic rhythm work (e.g. clapping rhythm grids) at a slower speed over work that involves melody.
 Pairing up with more musically-able pupils for paired tasks.

How do we ensure music lessons promote cultural diversity?

Providing children with the opportunity to hear and appraise music from a range of traditions.
 Ensuring that children study composers of different nationalities.
 Exploring the link between a piece of music's country of origin and the features of that particular music.
 Use pieces from the model music curriculum (as previously specified in the curriculum map) to ensure that cultural diversity is accounted for in terms of where particular music comes from and the features of these traditions.

High Impact Teaching Strategies	Clarity of objectives	Modelling explicit teaching	Questioning	Practice - multiple exposures	Lesson design - teaching sequences	Personalised feedback	Collaboration	Check Learners' Understanding	Differentiation and challenge	Metacognition: Growth mindset/Routes to Resilience
	High Expectations	Adaptive Teaching	Safe Learning Environment	Address Misconceptions	Reasoning	Creativity	Introduce new Vocabulary	Assessment for Learning	Use of Working Wall	Problem Solving

Impact

How well are we doing? Are we making a difference? How do we know? What does our monitoring show? Are pupils ready for the next stage?

Work sample analysis	What evidence is there? Photos? Videos? Children's compositions? Accurate reflection of the curriculum map?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons? How much risk do children take in lessons?
Planning scrutiny	What does our planning show? How well does the planning match what is produced?
Assessments	<i>Most of the assessment should be formative, but summative assessment on marked work (where relevant) should be used for whole-school curriculum evaluation.</i>
Quality Assurance	How do you QA your subject across the school?
Surveys	What do teacher audits and/or children say about this subject?
Interviews	What do the children say about their learning in this subject? Can they talk about specific characteristics of the subject? Can children show adults examples of learning and "why" they produced that work? Can they link their learning to other subjects? What do the staff say about teaching this subject? What do parents say about the teaching of this subject? What do Governors say about the teaching of the subject?
Standards	What does the evidence/lesson observations/planning/interviews/learning environments tell us?
Coaching and Mentoring	<i>The music lead is the principal coach/mentor and supports colleagues in-house with any queries relating to delivery of music.</i>
Training	<i>Charanga offers training for those teachers who are interested in music CPD and furthering their own subject knowledge.</i>
Learning Environment	<i>Teachers should direct pupils attention to the intended learning by emphasising the deeper structures of their learning and ensuring a calm, peaceful learning environment (although this does not mean a music lesson needs to be quiet).</i>
Governors	How do Governors challenge your subject leadership?
Action Plan	How does the above inform your Action Plan?

What are our key priorities? To secure:	Raising the profile and standards of music	Ensuring staff are confident in delivering high quality music lessons	Independent thinkers and learners	Enquiring minds
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Somerby and Ab Kettleby Primary School



As we have mixed age groups (EYFS/Y1, Y2/Y3) we use a two-year rolling programme, Cycle A and Cycle B for both Ab Kettleby and Somerby, which started in September 2020. However, for academic year 2022/2023, Y4,5,6 Classes need a separate 3rd year. We have chosen topics which build on prior learning eg Extreme Earth looks at earthquakes and tsunamis, to build on "Wonderful Weather" and "Rocks, Relics and Rumbles" (Volcanoes) and have identified objectives which either were not covered in enough depth due to Covid-19 disruption or those objectives where deeper learning can be developed. These objectives have been identified by highlight grey.

