

# Music at Spring Bank Primary School

## Contents

- Curriculum intent for music
- Overview of Units Taught
- Listening

## **Music at Spring Bank Primary School**

**Music is a universal language that embodies one of the highest forms of creativity. 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 Curriculum)**

Music teaching at Spring Bank Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum, which includes all children, ensuring the progressive development of musical concepts, knowledge and skills. At Spring Bank we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.

### **Implementation**

Music teaching at Spring Bank delivers the requirements of the National Curriculum through use of the Charanga scheme of work. Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas. Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments

## Spring Bank Primary School

- Improvisation / Composition
- Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Alongside the Charanga curriculum, Spring Bank values the intent of the Kodaly method of teaching. **The interactive, collaborative, and highly kinesthetic Kodály method of learning music was developed by Hungarian composer and educator Zoltán Kodály in the early 20th century. It combines several powerful techniques for developing the core skills of musicianship.** The Kodaly method focuses on the expressive and creative skills of musicianship and is therefore very closely related to the world of musical ear training. This method hinges on the principle that children hear and experience the musical content before they are explicitly taught it. Music lessons at Spring Bank start or end with the songs and games associated with the Kodaly method. The children's heads are **filled with songs and rhymes. Put the right songs and rhymes in the bank and it will be an investment for the future (Lucinda Geoghegan).** Staff are provided with ongoing training with regards to their music teaching and the principles of the Kodaly method. Resources have been provided including the fantastic books 'Songs and games for Early Years', 'Songs and games for Middle years' and 'Singing games and rhymes for ages 9-99'. Staff work closely alongside the music coordinator for their ongoing CPD, developing confidence and excellence when delivering the songs and games. The Charanga curriculum alongside the Kodaly method ensures that children are given a rounded musical education that focuses on developing their musicianship.

Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Performance is at the heart of musical teaching and learning at Spring Bank and pupils participate in a range of performances during their school 'career'. These include nativities (EYFS), Christmas performances (Years 2 – 6) and a Leavers performance (Year 6). Pupils also take part in singing assemblies. Pupils who are confident are encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional small group music teaching by being offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by Leeds Artforms. As part of our offer for PP children, instrumental lessons are provided at a reduced rate and are subsidised by the LMEP. At Spring Bank, we also recognise that staff have musical abilities that can be utilised to supplement our musical curriculum. Pupils in the school choir meet on a Friday lunchtime and focus on singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, carol concerts and have sung at a range of events both in school and at other venues. This includes performances at OWLs and residential homes for the elderly around Headingley. The school choir is open to KS2 children on a weekly basis, with the average number of pupils being in the range of 20-30.

At Spring Bank, we are very lucky to have talented parents within our school community. Children have access to a variety of after school clubs for music. These include: Samba Club and Music Club.

## Impact

## Spring Bank Primary School

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils practical learning.
- Use of the assessment tools provided within the Charanga scheme.
- Dedicated music leader time.

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching.

## Overview of Units

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Overview &amp; Planning</b> <b>YEAR</b> <b>R</b>	Mot	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR</b> <b>1</b>	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together?  1 2 3 4 5 6	<b>Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past?  1 2 3 4 5 6	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Combining Pulse, Rhythm and Pitch</b> How Does Music Help Us to Understand Our Neighbours?  1 2 3 4 5 6	<b>Having Fun with Improvisation</b> What Songs Can We Sing to Help Us through the Day?  1 2 3 4 5 6	<b>Explore Sound and Create a Story</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
<b>YEAR</b> <b>2</b>	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends?  1 2 3 4 5 6	<b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past?  1 2 3 4 5 6	<b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood?  1 2 3 4 5 6	<b>Music that Makes You Dance</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Exploring Improvisation</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
<b>YEAR</b> <b>3</b>	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together?  1 2 3 4 5 6	<b>Enjoying Improvisation</b> What Stories Does Music Tell Us about the Past?  1 2 3 4 5 6	<b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Sharing Musical Experiences</b> How Does Music Help Us Get to Know Our Community?  1 2 3 4 5 6	<b>Learning More about Musical Styles</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Recognising Different Sounds</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6

<b>YEAR</b> <b>4</b>	<b>Interesting Time Signatures</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Combining Elements to Make Music</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Developing Pulse &amp; Groove Through Improvisation</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Creating Simple Melodies Together</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Connecting Notes and Feelings</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Purpose, Identity and Expression in Music</b> How Does Music Connect Us With the Environment?  1 2 3 4 5 6
<b>YEAR</b> <b>5</b>	<b>Getting Started with Music Tech</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Emotions &amp; Musical Styles</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Exploring Key &amp; Time Signatures</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Introducing Chords</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Words, Meaning and Expression</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Identifying Important Musical Elements</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
<b>YEAR</b> <b>6</b>	<b>Developing Melodic Phrases</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Understanding Structure &amp; Form</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Gaining Confidence Through Performance</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Exploring Notation Further</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Using Chords and Structure</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Respecting Each Other through Composition</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6

## Listening

At Spring Bank Primary, the Charanga listening centre is used to promote listening through the school. Each month, there are four set pieces of music from a variety of musical periods and genres. There is a focus piece each week. The headteacher introduces this piece in assembly on a Monday and shares key information about the music. This piece is then listened to each day while entering and leaving assembly. Class teachers also have access to the listening calendar. In class, children may listen to and discuss the piece as part of music lessons, while tidying away or at other times of the day where appropriate. Children are given opportunities throughout their school week to listen to a broad range of music. Additionally, each music lesson has an opportunity to listen to, respond to, comment on and answer questions about a piece of music each week. These pieces come from a variety of genres and musical historical periods. Children develop their listening skills through the school, answering questions that are relevant to their subject knowledge for music.