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Links to subject page and resources:

<https://towngateacademy.co.uk/music>

Towngate Primary Academy

Music at Towngate Primary Academy



Music

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Make music together

Music together can be a lot of fun and stimulates creativity and imagination. You can create your own musical instruments from different objects around the house. Use different surfaces and instruments to create different percussion sounds or make trumpets using straws, kitchen roll tubes or rolled up card. If you are lucky enough to play a musical instrument spend some time playing to your child and have them improvise their own musical instrument. Creating music together will encourage a love of music and the development of many skills including creative skills, imagination and confidence building.

Play musical games

Children learn through senses and social interaction so playing musical games with your child is a very natural way to encourage their learning. Exposing your child to different sounds and playing fun games such as 'making the best animal sounds' or 'creating sounds from different textures such as paper, foil and tissue' will spark your child's imagination in a fun way. Musical chairs and musical bumps are also great to play and certainly do not have to be limited to birthday parties. You can introduce music to practically any game or any activity you share with your child throughout the day.

How to Help at Home

Here are some suggestions for ways you can help your child:

1. Play music

Children love music and they love learning new songs or nursery rhymes. How many times has your young child come home from nursery school reciting a new nursery rhyme they have learnt? Simply just playing music in the background whilst your child is doing something or teaching them new songs together is a great way to enhance your child's intelligence. Try to help your child interact with music as often as possible. Ask them questions about the music they can hear and ask them what it makes them feel like doing. Striking conversations about music is a great way to help develop your child's imagination and stimulate different emotions.

2. Sing together

Singing along to songs together with your child is another great way of spending some fun time together. You don't have to have an angelic opera voice to sing simple songs with your children (I have probably got the worst singing voice in the entire universe!) It is simply about sharing the time together and having some fun. Children are extremely perceptive and can easily memorise songs that are presented to them on a regular basis. This will also help your child learn some basic melodies and hear basic rhythms.

3. Dance together

Dancing together can be so much fun and stimulate many different emotions. Listening to different beats and practising different moves together will not only trigger happy emotions but will alleviate any stresses both you and your child may have. Always praise your child and remember it is all about having fun together.

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Academy Overview

Learning Music skills is an important part of the Curriculum at Towngate Academy. At Towngate Primary Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The children are able to join extra-curricular groups after school and during lunch times which promotes children's interest in singing and playing instruments.

3 Intentions

Intent

Music is an integral and well-resourced part of life at Towngate. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff. Musical opportunities in school include weekly class music lessons, whole class drumming lessons (as a part of our Wider Opportunities sessions), School Choir, Young Voices, Ukele Cub and close links with schools in the Education Ossett Community Trust through annual EOCT Choir performances.

Implementation

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles

Magic Moments and Events



Protected Characteristics

Year Group	Disability	Race	Religion	Maternity / Pregnancy	Sexual Orientation	Age	Gender	Gender Reassignment	Marriage / Civil Partnership
Y1									
Y2									
Y3									
Y3/4									
Y4		Listen to music from around the world or create your own using percussion instruments. Introduce class to instruments from other cultures.	Look at the ways music is used for worship in different religions.			Debate: can you be too old/ too young to play an instrument. Are you ever too old to start learning?	Challenge gender stereo types: e.g. 'girly songs' men can't like 'sappy songs' women rapping etc.		
Y5									
Y6									
Whole school	Exposure to songs that promote being inclusive and promote key values. -Assembly songs.								

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Impact

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Overview of Subject

At Towngate Primary Academy we aim:

To promote and support curriculum music for all children as an entitlement

- through their classroom experiences and follow the National Curriculum in full.
- For the children to delight in a sense of individual and collective achievement.
- To promote a music curriculum with relevant differentiated experiences.
- To provide learning experiences in which promote self-confidence, perseverance, co-operation and resourcefulness.
- To development imagination, creativity and enhance the learning of the child.
- To enable all pupils to realise their individual creative potential and to express themselves through music.
- To foster pupils' sensitivity to, and their understanding and enjoyment of, music, through, an active involvement in listening, performing, and composing and appraising.
- To develop awareness and appreciation of a wide range of cultural traditions.
- To recognise ways in which ICT may be incorporated into and developed by the music curriculum and used to enhance the musical experiences of all children.
- To promote opportunities for the child to further develop musical

SMSC

The spiritual development of pupils is shown by their ability to be reflective about

- The spiritual development of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them through music.
- The spiritual development of pupils is shown by their use of imagination and creativity in their learning of musical skills.
- The spiritual development of pupils is shown by their willingness to reflect on their experiences and performances.

The moral development of pupils is shown by their:

- Their understanding of the consequences of their behaviour and actions Their interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds and working together to create and perform a piece of music.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. understanding of how music is used in different cultures.

British Values

British Values in Physical Education.

Individual Liberty –

Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

Democracy –

Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say and compare this with other cultures and countries. Opportunities to show the impact music can have on people's views.

Mutual Respect –

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe. They are encouraged to respect everyone's abilities and performances during lessons. Children develop respect and understanding differences.

Tolerance –

Students learn about other faiths and cultures. How Music is used in different cultures and faiths. They are able to compare similarities and differences between themselves and others. Children are taught to understand and respect other cultures and beliefs. Opportunities to show how music can bring people together and share experiences.

The Rule of Law –

Whole School Overview

Musical Progression – KS1



Year	Term	Unit Title	Key	Differentiated Instrumental Progression				Progression for Improvisation			Progression for Composition				
				Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only				Singing and performing only			Singing and performing only				
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision				Consolidation and Revision			Consolidation and Revision					
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootie	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchets, Dotted Minims and Rests	Crotchets, Quavers and Minims	Quavers and Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision				Consolidation and Revision			Consolidation and Revision					

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Musical Progression – KS2



Year	Term	Unit Title	Key	Differentiated Instrumental Progression				Progression for Improvisation			Progression for Composition				
				Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	CA	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision				Consolidation and Revision			Consolidation and Revision					
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Minims, Semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
4	Spring 1	Sto!f	Singing, rapping and lyric composition				Singing, rapping and lyric composition			Singing, rapping and lyric composition					
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision				Consolidation and Revision			Consolidation and Revision					

Retention, Memory and Recall

Different Learning Styles:

Visual learners learn best by seeing

- memorises by strong visual associations
- Visual prompts, word mats, displays showing key vocabulary.

Auditory learners learn best through hearing.

- learn through listening to the music and songs.
- Listen to different songs, pitches, rhythms and beats to hear and remember the differences.

Kinaesthetic learners learn best through doing and movement

- memorises by moving around, using actions.

Assessment

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in

Progression

Our main priority at Towngate Primary Academy is to teach and perfect the skills implemented by the National Curriculum for Music. It is intended to provide greater clarity and flexibility, allowing for the development and progression in learning.

Music programmes of study:

Key stages 1 and 2

National curriculum in England

Purpose of study

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

Aims

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 op-

Key Skills Taught

Knowledge, Skills and Understanding breakdown for Music		
Year 1		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns? Can they copy sounds? 	<ul style="list-style-type: none"> Can they make different sounds with their voice? Can they say how a piece of music makes them feel? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they show sounds by using pictures? 	<ul style="list-style-type: none"> Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they repeat (short rhythmic and melodic) patterns? Can they recognise repeated patterns? Can they follow instructions about when to play or sing?
Year 1 (Challenging)		
<ul style="list-style-type: none"> Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated? 	<ul style="list-style-type: none"> Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?

Knowledge, Skills and Understanding breakdown for Music		
Year 2		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> Can they improve their own work? Can they listen out for particular things when listening to music?
Year 2 (Challenging)		
<ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> Do they recognise sounds that move by steps and by leaps?

Knowledge, Skills and Understanding breakdown for Music		
Year 3		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments? 	<ul style="list-style-type: none"> Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?
Year 3 (Challenging)		
<ul style="list-style-type: none"> Can they work with a partner to create a piece of music using more than one instrument? 	<ul style="list-style-type: none"> Do they understand metre in 2 and 3 beats; then 4 and 5 beats? Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?

Knowledge, Skills and Understanding breakdown for Music		
Year 4		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? 	<ul style="list-style-type: none"> Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of Beethoven, Mozart and Eggar?
Year 4 (Challenging)		
<ul style="list-style-type: none"> Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> Can they identify how a change in timbre can change the effect of a piece of music?

Knowledge, Skills and Understanding breakdown for Music		
Year 5		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences?
Year 5 (Challenging)		
<ul style="list-style-type: none"> Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Knowledge, Skills and Understanding breakdown for Music		
Year 6		
Performing	Composing (incl notation)	Appraising
<ul style="list-style-type: none"> Can they sing a variety of different musical devices in their composition? (incl melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? 	<ul style="list-style-type: none"> Can they show how they can use dynamics to provide contrast? Can they combine groups of beats? 	<ul style="list-style-type: none"> Can they refine and improve their work? Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they analyse features within different pieces of music? Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
Year 6 (Challenging)		
<ul style="list-style-type: none"> Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> Can they appraise the introductions, interludes and endings for songs and compositions they have created?