

CHURCHSTANTON PRIMARY SCHOOL



Music & British values and learning styles Statement of intent, implementation and impact

Intent

At Churchstanton Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Churchstanton is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We strive to ensure that children are engaged and inspired to develop a love of music and their talent as musicians. Music has the potential to make a significant contribution to children's development: increasing confidence and self-esteem, developing leadership, team working, concentration and problem-solving skills, and developing identity and improving social cohesion within the school and wider community. Our intent at Churchstanton is to build a musical curriculum which develops these areas.

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Implementation

Musical progression – in line with the NC and MMC					
	Instruments	Notation	Composition/Improvisation Creating	Performing	Listening
Reception	<p>Play tuned/untuned percussion instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p>	<p>Use pictures and symbols to represent musical ideas</p>	<p>Use tuned and untuned percussion to create sound effects eg in a story</p> <p>Experiment with musical sounds</p> <p>Practise creating music and improvising through musical games, echo, copy back, question and answer</p>	<p>Share musical learning with school community.</p>	<p>Express how music makes you feel through listening to different styles and genres.</p> <p>Respond to musical listening through movement.</p>
Year 1	<p>Explore percussion sounds to enhance story telling.</p> <p>Select percussion instruments to play short rhythmic patterns/patterns.</p> <p>Start to use dynamics (loud/quiet in playing)</p>	<p>Use graphic notation to represent sounds created.</p> <p>Explore and invent own symbols.</p> <p>Follow pictures and symbols to guide playing.</p>	<p>Improvise simple vocal chants using Q and A phrases.</p> <p>Create a pitch pattern and a rhythm pattern and know the difference.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p>	<p>Perform short, repeated patterns (ostinati) while keeping a steady beat</p> <p>Share musical learning with school community.</p>	<p>Reflect on music – how does it make people feel, act move.</p> <p>Listen to a variety of composers and genres and respond. What can you hear? What does it sound like? Are there lots of instruments or a few? Is it fast or slow? Loud or quiet? Does the music create a picture?</p>
Year 2	<p>Use untuned percussion to play simple musical conversations.</p> <p>Use tuned percussion to play 3 note dot notation phrases.</p> <p>Vary the tempo when playing.</p>	<p>Use graphic notation, dot notation, stick notation to record compositions.</p> <p>Recognise dot notation and match to a 3 note phrase.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple Q and A phrases on untuned percussion</p>		<p>Sort music into different genres. Pop, classical, rock, soul, rap etc</p> <p>Recognise different musical instruments through listening (timbre)</p>

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	Instruments	Notation	Composition/Improvisation Creating	Performing
Year 3	<p>Use tuned and untuned instruments.</p> <p>Use instruments pupils are learning in 1:1, small groups along with WCET instruments.</p> <p>Using glockenspiels within class setting</p> <p>Develop playing skills on a melodic instrument eg recorder, violin.</p>	<p>Introduce the stave, lines and spaces, clef</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Use listening skills to correctly order phrases using dot notation – different arrangements of C D E.</p> <p>Introduce and know the difference between crotchet and paired quavers.</p> <p>Apply word chants to rhythms linking each syllable to a musical note.</p>	<p>Improvise – invent short musical phrases on the spot using limited note range.</p> <p>Structure musical ideas eg echo, Q and A phrases</p> <p>Create music with beginning, middle, end.</p> <p>Compose music to a stimuli – stories, photo, paintings, music</p>	<p>Play using staff notation on a small range of notes. (whole class, small groups)</p> <p>Individually copy step phrases with accuracy at varied speeds.</p>
Year 4	<p>. Develop playing in the basic skills of a selected musical instrument over a sustained learning period.</p>	<p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation, staff notation, technology.</p>	<p>Improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in WCET/group/individual teaching.</p>	<p>Play and perform melodies following staff notation using a small range.</p> <p>Perform in two or more parts from simple notation using instruments played in WCET.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p>

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Year 5	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p>	<p>Improvise over a drone, develop sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat.</p> <p>Experiment with using a wider range of dynamics, MF F MP P</p> <p>Compose a short ternary piece A B A</p> <p>Use chords to compose music to capture mood, atmosphere, environment and listen to music to inspire eg water,(river flows in you Yinuma) storms,(Storm vanessa mae) anger (mars – Holst)</p>	<p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Understand how triads are formed Perform simple chordal accompaniment to familiar songs.</p> <p>Develop the skill of playing by ear – learning and copying longer musical phrases.</p> <p>Take part in performance opportunities both inside and outside of the school community.</p>
Year 6	<p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do);</p> <p>Maake decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP).</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Create rhythm or chordal accompaniments to support these phrases.</p> <p>Compose a ternary piece.</p>	<p>Engage with others through ensemble playing. These are ensembles outside the classroom. Accompany this same melody, and others, using block chords or a bass line.</p> <p>Take part in performance opportunities both in and outside of the school community.</p>

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Singing progression of skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Join in with some of the words and actions to a song/rhyme	Sing simple songs, chants, rhymes from memory	Sing songs with a pitch range of 5 notes with increasing control and accuracy	Sing a widening range of unison songs accurately pitched and with expression	Continue to sing a broad range of unison songs within an octave (8 notes)	Sing a broad range of songs from extended repertoire with a sense of ensemble and performance	Sing a broad range of songs from extended repertoire with a sense of ensemble and performance
Attempt to pitch the melody of nursery rhymes	Sing collectively at the same pitch	Know the meaning of tempo and dynamics and be able to demonstrate these when singing and following a leader	Perform forte and piano (loud and soft)	Pitch the voice accurately and follow directions for getting louder and quieter! (crescendo/diminuendo)	Sing with accurate pitch and an awareness of phrasing and style	Sing with accurate pitch and an awareness of phrasing and style
Be aware of the difference between singing and speaking voice	Respond to simple visual directions		Perform actions confidently and in time to a range of action songs	Sing rounds and partner songs in different time signatures 2, 3, 4	Sing three part rounds, partner songs and songs with a verse and chorus	Continue to sing rounds, partner songs and songs with a verse and chorus – songs with harmony
Control extremes of volume	Begin with simple songs, with a very small pitch range 3 – 5 notes		Perform songs as a collective sharing in a performance	Begin to sing songs with small and large leaps as well as a second part to introduce vocal harmony.	Perform songs as a collective sharing in a performance and to a wider audience	Experiment with positioning of singers so parts are mixed to focus greater listening skills and vocal independence.
Follow teacher gestures for start/stop Loud/quiet	Sing a wide range of call and response songs to pitch match and control vocal pitch			Perform songs as a collective sharing in a performance		Perform songs as a collective sharing in a performance and to a wider audience

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Listening at Key Stage 2

The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listening to recorded performances will be complemented by opportunities to experience live music making in and out of school.

Impact

The music provision provided at Churchstanton Primary School impacts our children by helping them become well informed, musical, confident and creative pupils. In order to achieve that, our children will:

- Achieve age related expectations in music at the end of their cohort year.
- Participate in wider musical activities.
- Experience wider audience performances.
- Have an awareness of musical opportunities available in and outside of school in the hope that access will be increased.
- Develop a widening repertoire for singing and performance projects.
- Gain awareness and appreciation of different musical traditions and genres.
- Understand how the historical, social and cultural origins of music contributes to the diversity of musical style.
- Become more confident in their ability to give written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Develop a passion for and commitment to a diverse range of musical activities.

We monitor the impact of our music provision through termly assessments and lesson observations as well as evidence from recordings and music books.

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British Values

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.