



Music at Barrow CE Primary School

Music Intent

At Barrow Church of England Primary, we believe in providing children with a wide range of musical opportunities that allow them to fulfil their individual creativity while developing their sense of community and teamwork. Rooted in our Christian vision to ensure every child can **“Let Their Light Shine” (Matthew 5:16)**, we view music as a powerful way for children to discover their God-given talents and share them with others.

As well as providing enjoyment for children and adults alike, music supports positive mental well-being and offers an important channel for expressing and communicating feelings. Through exploring the emotional and cultural richness of music, children gain a deeper understanding of themselves, one another, and the diverse world that God has created.

We value the importance of giving all children access to a rich musical education by teaching them the key knowledge and skills that help them to appreciate, create, and respond to music of all kinds. In doing so, we nurture their confidence, creativity, and spiritual growth - encouraging every child to shine brightly as they use their gifts to inspire, uplift, and serve others.

Music Implementation

The Music curriculum is delivered through discreet lessons using The Charanga School Scheme (sponsored by local orchestra). The scheme is in-line with the National Curriculum expectations, and it provides an integrated, practical, exploratory and child-led approach to music learning. Each unit of work includes three main strands: 1. Listening and appraising music from a variety of genres, 2. Musical Activities include warm up games, singing, playing instruments, improvisation, and composition, 3. Performing. The Charanga Units enable children to understand musical concepts and enable a more secure, deeper learning and mastery of musical skills. Key vocabulary is taught and re-visited to embed and strengthen children's knowledge. Children are given the opportunity to play a variety of tuned and non-tuned instruments including glockenspiels, ukulele and boom whackers. Music is embedded within the life of the school. Whole school collective worships promote music, for example, children listen to music from a variety of genres as they enter and leave assemblies and they attend a weekly Singing Assembly. In addition, the pupils perform at various events throughout the year. Every year group is involved in putting on a performance during the year whilst the KS 2 children also have the opportunity to participate in the Young Voices concert in Manchester. KS 2 children also learn to play the ukulele and play samba drums during their whole class music lessons through the Music Hub and perform to the school and parents, showcasing what they have learnt. The children can enroll in a weekly Music lessons through 'Music for Life' (peripatetic teaching).

Music Impact

Evidence of music is collected through photographs, performances, and videos. By the end of Year 6, children will have had the opportunity to play various instruments, participate in a variety of school performances and be able to use their knowledge of musical features to describe different genres. Children will have the confidence to use musical vocabulary when discussing and composing music and be able to appraise and appreciate a variety of music throughout their life. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Barrow CE Music Curriculum Overview

Year	Autumn	Spring	Summer
<p>Music skills and knowledge in EYFS is developed through exposure and exploration of genres of music, musical instruments, linking music to movement and singing expressively. This will lay the foundations for future learning.</p> <p style="text-align: center;">Expressive Arts and Design (Being Imaginative and Expressive) EYFS Expectations</p> <ul style="list-style-type: none"> Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 			
EY FS	<p>Perform to an audience</p> <p>Harvest Service and Christmas Performance</p>	<p>Perform to an audience Easter Service Everyone! (Charanga) optional</p>	<p>Big Bear Funk (Charanga)</p>
Acorn Cycle A	<p>Hands, Feet, Heart (Charanga)</p>	<p>I Wanna Play In A Band (Charanga)</p>	<p>Friendship Song (Charanga)</p>
Acorn Cycle B	<p>Hey You! (Charanga)</p>	<p>In The Groove (Charanga)</p>	<p>Zootime (Charanga)</p>
Willow Cycle A	<p>Blackbird (Charanga)</p>	<p>The Fresh Prince Of Bel-Air (Charanga)</p>	<p>Happy (Charanga)</p>
Willow Cycle B	<p>Mamma Mia (Charanga)</p>	<p>Glockenspiel stage 1 & 2 (Charanga)</p>	<p>Dancing In The Street (Charanga)</p>
Willow Cycle C	<p>Bring Us Together (Charanga)</p>	<p>Living On A Prayer (Charanga)</p>	<p>Samba session – Music Hub Drumming</p>
Willow Cycle D	<p>Three Little Birds (Charanga)</p>	<p>Classroom Jazz (Charanga)</p>	<p>You've Got A Friend (Charanga)</p>

Music Hub – Samba and Ukulele sessions

**Music Skills Progression at Barrow CE
School**

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and developing musical ideas (Create and Compose)							
Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		

Responding and reviewing appraising skills							
Explore and express ideas and feelings about music	To talk about how music makes you feel or want to move. E.g. it makes me want	To respond to different moods in music and explain thinking about	Analyse and compare sounds Explore and	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical

Inter-related dimensions of music (dynamics):

- I **PULSE:** the steady beat of a piece of a piece of music
- I **PITCH:** the melody and the way the notes change from low to high and vice versa.
- I **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- I **DYNAMICS:** Loud and soft
- I **TEMPO:** Fast and slow
- I **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- I **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- I **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

