Music



Subject Overview

Limitless Dreams Endless Opportunities

Music curriculum intent

Our Music curriculum, taught from Reception to Year 6 using the Charanga Original Scheme, is designed to provide pupils with age-appropriate and meaningful experiences that nurture curiosity, creativity and a love of music. Children listen to, sing and play music from a wide range of genres, styles and traditions, building their knowledge of pulse, rhythm, pitch and notation year on year. Alongside this, regular performances – from our Christmas productions, KS2 carol concert and school choir to Young Voices, brass tuition and the Year 6 end-of-year show – give every child the confidence to perform and to understand the role music plays in our lives and community.

Through our study of Music, we aim to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions,
- learn to sing and to use their voices, create and compose music on their own and with others,
- have the opportunity to learn a musical instrument and progress to the next level of musical excellence,
- understand and explore how music is created, produced and communicated, including through the musical elements and notation.

Implementation

Curriculum structure & sequencing

Music is taught through the Charanga Original Scheme, with a unit each half term from Reception to Year 6. Each unit combines listening and appraising, singing, playing, improvisation, composition and performance, and Summer 2 'Reflect, Rewind and Replay' consolidates learning (Reception–Year 4). In Autumn 2, Charanga units may be shortened or moved for Christmas productions and carol concert rehearsals.

Content & concepts

Learning progresses from exploring sound and keeping a steady pulse in the Early Years, through pitch, rhythm and simple patterns in KS1, to instrumental technique and notation (Glockenspiel Stage 1 in Year 3), improvisation and genre (Classroom Jazz 1 and 2 in Years 5 and 6), and independent, expressive performance in Year 6.

Enrichment and personal development

EYFS and KS1 perform Christmas productions, and KS2 perform a carol concert, with rehearsals from approximately mid-November. Year 4 take part in Young Voices throughout the autumn term, Year 5 receive specialist whole-class brass tuition from the Love Music Trust in the summer term, and Year 6 rehearse and perform an end-of-year show. Pupils who wish to continue playing their brass instrument in Year 6 receive small group tuition, and our school choir gives children the opportunity to learn songs together and perform in the local community, in the town and at church.

Assessment and next steps

Teachers assess pupils within Charanga lessons and against intended musical outcomes, drawing on teacher observations, recordings, pupil voice and rehearsal and performance evidence. Evidence of learning is recorded on Seesaw, and assessment data is submitted on Insight annually, where it is analysed by the subject leader to identify next steps.

Music in the Early Years Foundation Stage

Music in the Early Years Foundation Stage (EYFS) is an integral part of 'Expressive Arts and Design', one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Music strands are set out in the early learning goal 'Being Imaginative and Expressive', and are closely linked to Communication and Language.

At Manor Park, musical learning is reflected throughout the environment. Children have access to a variety of tuned and untuned instruments, daily opportunities for singing and movement, and musical storybooks and soundscapes to explore.

Through singing songs and rhymes, moving to music and exploring sounds, children learn to listen carefully, express their feelings and perform with others. This ensures that children are well-prepared to embark on a lifelong journey of making and enjoying music.



EAD: Being Imaginative & Expressive – Development Matters

Children in Reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses;
- Sing in a group or on their own, increasingly matching the pitch and following the melody;
- Explore and engage in music making and dance, performing solo or in groups.

C&L: Listening & Understanding – Development Matters

Children in Reception will be learning to:

- Understand how to listen carefully and why listening is important;
- Ask questions to find out more and to check they understand what has been said to them;
- Learn rhymes, poems and songs.

EAD: Being Imaginative & Expressive – Early Learning Goals

Children at the end of Reception will:

1. Invent, adapt and recount narratives and stories with peers and their teacher;
2. Sing a range of well-known nursery rhymes and songs;
3. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

C&L: Listening, Attention & Understanding – ELGs

Children at the end of Reception will:

1. Listen attentively and respond to what they hear with relevant questions, comments and actions;
2. Make comments about what they have heard and ask questions to clarify their understanding;
3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Inclusion within Music

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

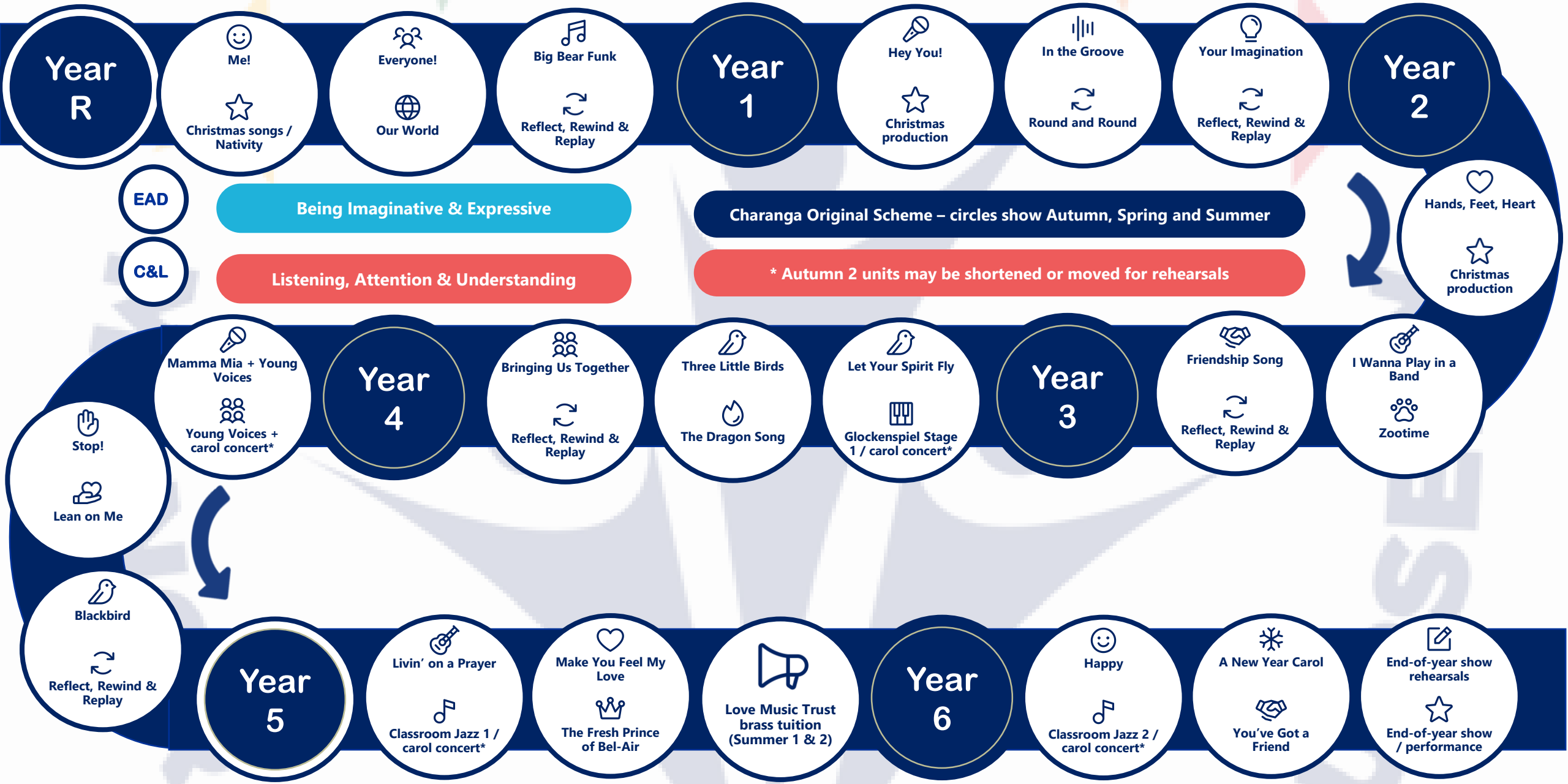
We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Music. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation

- Visual symbols, colour-coded notation and graphic scores to support children to read and record music.
- Modelling and call-and-response so that children learn by ear before being introduced to notation.
- Adapted instruments, beaters and grips to support pupils with fine motor or physical needs.
- Ear defenders and a calm space available for pupils who are sensitive to sound.
- Varied roles within ensembles (e.g. keeping the pulse, melody, conductor) so that all can contribute.

Manor Park Primary School Curriculum Road Map – Music



Music Endpoints – Autumn, Spring and Summer

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To explore sound and sing familiar songs, performing with others in our Christmas Nativity.	To find the pulse and copy simple rhythms in Hey You!, and sing as a group in our Christmas production.	To maintain a steady pulse in Hands, Feet, Heart and perform with confidence in our Christmas production.	To develop glockenspiel technique, begin to use notation and sing as an ensemble in the KS2 carol concert.	To sing expressively in a large ensemble at Young Voices and in the KS2 carol concert.	To explore genre, structure and improvisation through Livin' on a Prayer and Classroom Jazz 1, and sing in the carol concert.	To perform independently and expressively, improvising in Classroom Jazz 2, and sing in the KS2 carol concert.
						
To move to a steady pulse and sing songs together, experimenting with instruments (Everyone!, Our World).	To identify pulse and rhythm in different styles of music and copy simple musical patterns.	To distinguish high and low pitch, and play and create short patterns as part of a band.	To improvise and perform simple melodies within songs such as Three Little Birds and The Dragon Song.	To perform accurately, using rhythmic and pitch notation, in songs such as Stop! and Lean on Me.	To compare genres and structures and improvise within songs such as Make You Feel My Love.	To refine musical ideas and perform A New Year Carol and You've Got a Friend with expression.
						
To play instruments and move to music in Big Bear Funk, and perform favourite songs from the year.	To use my imagination to create and perform simple musical patterns, reflecting on the year's songs.	To perform and create short patterns in Friendship Song, and reflect on and replay the year's learning.	To perform songs and melodies together in Bringing Us Together, reviewing and refining our performance.	To perform Blackbird accurately and expressively, reflecting on and replaying the year's learning.	To produce a clear sound on a brass instrument, using breath control, notation and ensemble playing.	To apply my musical skills in rehearsals and perform in the end-of-year show.

Progression of Musical Knowledge and Skills

Year	Progression focus	Units and performances
Reception	Explore sound; sing familiar songs; move to a steady pulse; experiment with instruments.	Me!, Everyone!, Our World, Big Bear Funk; Christmas songs / Nativity.
Year 1	Identify pulse and rhythm; sing as a group; copy simple musical patterns.	Hey You!, In the Groove, Round and Round, Your Imagination; Christmas production.
Year 2	Maintain pulse; distinguish high/low pitch; perform and create short patterns.	Hands, Feet, Heart, I Wanna Play in a Band, Zootime, Friendship Song; Christmas production.
Year 3	Develop instrumental technique; begin using notation; improvise and perform melodies.	Let Your Spirit Fly, Glockenspiel Stage 1, Three Little Birds, The Dragon Song, Bringing Us Together; KS2 carol concert.
Year 4	Perform accurately; use rhythmic and pitch notation; sing expressively in ensembles including Young Voices.	Mamma Mia, Stop!, Lean on Me, Blackbird; Young Voices (throughout autumn); KS2 carol concert.
Year 5	Explore genre, structure and improvisation; learn brass technique, breath control, notation and ensemble playing.	Livin' on a Prayer, Classroom Jazz 1, Make You Feel My Love, The Fresh Prince of Bel-Air; Love Music Trust brass tuition (summer).
Year 6	Perform independently and expressively; refine musical ideas; apply skills in an end-of-year production.	Happy, Classroom Jazz 2, A New Year Carol, You've Got a Friend; end-of-year show; small group brass tuition for pupils continuing from Year 5.

Assessment within Music

We place great emphasis on the importance of assessing children's knowledge, understanding and skills within Music.

When assessing Music, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Manor Park Primary School, we have clearly mapped out the endpoints for all the Music units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach each endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught. Endpoints are made up primarily of the knowledge and skills of performing, composing and listening taught across a unit (much of it captured as recordings on Seesaw); with any final performance forming only part of the assessment.

As an organisational tool, this is all available within the Charanga platform.

Making judgements – formative assessment

When delivering lessons, teachers record notes, comments and reflections pertinent to the formative assessment of Music to inform their future planning. This feedback is shared at the start of the following lesson, so that children recap prior learning, address misconceptions and build upon what has been taught.

Making judgements – summative assessment

With the unit endpoint in mind, teachers form a summative assessment for each child within a particular unit. This will be either working towards / working at / working above the expected standard.

We define the expected standard by listing the essential substantive and disciplinary knowledge children should know, along with the skills that children should have learnt, and what would classify a pupil as working below or above this. Teachers record this judgement on a single page at the end of each unit, drawing on their formative assessments and evidence in children's books.