

Music

Handbook



Intent - What is the purpose of our Music curriculum?

At Tranmere Park Primary, the music curriculum ensures that students perform, listen to, review and evaluate music across a wide variety of historical periods, styles, traditions and musical genres, including the works of great composers and musicians. They will learn to sing and use their voices, create and compose music, have the opportunity to learn an instrument, use technology appropriately and will be afforded the chance to progress to the next level of musical excellence through our extra-curricular provision.

We intend to:

- Promote a curiosity for the subject; an understanding and acceptance of the validity and importance of all types of music.
- Promote creativity and expression.
- Know and understand the key concepts of 'Tradition and Culture', 'Quality' and 'Expression' within music.
- Equip pupils with the following musical techniques. They will combine notes to play scales and chords, creating rich musical sounds; they will read musical notations, strum, strike and blow to match notation and create melody and will memorise through practice.

In summary, 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, mental well-being, creativity and sense of achievement.

Our Children will:

- Demonstrate a general awareness of sound both musically and in their everyday environment.
- Experiment with sound and identify sound from a variety of media.
- Listen to a variety of music with attention and understanding.
- Recognise the inter-related dimensions of music such as pitch, dynamics and duration of sound.
- Imitate and recall simple rhythmic and melodic patterns through percussion instruments, body percussion and vocals.
- Join in as a member of a music-making group and play

Our Teachers will:

- Teach a music curriculum providing quality, range, depth, progression, challenge and personalisation.
- Use the ICT based Charanga Music Scheme to deliver exciting, contemporary and relevant music lessons.
- Teach one musical focus each half term linked to the Artforms Progression in Music document, thus ensuring progression across Key Stages.
- Identify gaps in understanding and swiftly overcome these with precise teaching.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practice and consolidation.
- Provide opportunities for our

instruments.

- Create short compositions in response to given stimuli.
- Improvise using instruments, body percussion or vocals. Demonstrate highly positive attitudes towards the subject and be aspirational in their goals.
- Learn songs from memory and join in with a wide range of singing styles.

children to: listen to, make and analyse music working both individually and collaboratively thus fostering an enthusiasm for music beyond the classroom.

Implementation - How do we do it?

The Learning Journey

We ensure all pupils at Tranmere Park will understand how music is produced and communicated, including through the inter-related dimensions and appropriate musical notations. The key elements of the music curriculum are taught in classroom-based lessons so that children can use the 'language of music' to dissect and analyse a piece of music. Our curriculum is progressive and starts from EYFS and interweaves through all areas of learning and development.

The music curriculum ensures that students: sing, listen, play, perform and evaluate. These activities are embedded in classroom practice as well as weekly singing assemblies, concerts and performances and the learning of instruments. The elements of music are taught in classroom lessons so that children can use the language of music, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument (each class has a set of chime bars) and, in doing so, they understand the principle of note playing as well as demonstrating an ability to read basic music notation. They compose with creativity and confidence, which, in turn, feeds their understanding when listening, playing or analysing music. Composing or performing, using body percussion and vocal sounds, is also integral to everything we do.

At Tranmere Park Primary, we take pride in giving the children the chance to perform in front of an audience, giving them the will and the motivation to do so through a variety of opportunities which could include but aren't limited to: nativities, performances and class assemblies.

Assessment

- Short-term assessments aim to assess the children's learning informally on a lesson-by- lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form.
- Medium- term assessments are completed at the end of a term and the class teacher keeps a highlighted grid, to show progress within the age bands (EYFS do this utilising 'Development Matters.')
- Long term assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. Furthermore, data will be used by SLT to brief the governing body, the staff and the LEA on overall progress towards the school's end of year targets.

To enhance upon the above, at the start of a chosen half term/Charanga unit of work, our staff film the children singing the song on their first attempt. At the end of the above half term/Charanga unit of work, staff film the children singing the song and performing with instruments. This provides us with clear evidence of pupil progress.

'Ows' and 'Wows' are recorded in lessons and seen in films of the children performing. These are vital to our assessment of learning and progress.

This evidence is used to inform our Foundation Subject Assessment Folder and to provide data for our end of year Otrack assessments (WEX).

Monitoring

The Music subject leader will use their expertise to support other teachers through timely feedback, coaching and support. Completing an annual deep dive into Music, they will undertake: learning walks, pupil and teacher interviews and will scrutinise assessment data. Additionally, regular staff consultations and questionnaires are used to identify any areas for



Impact - What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Be given equal opportunities to fulfil their potential within music, regardless of ethnicity, culture, class, gender or special educational needs.
- Have access to a varied programme within which they will discover something that they enjoy, thus cultivating a starting point for a lifelong interest in learning.
- Complete each key stage with a high proficiency in each aspect of music.
- Believe that they are good at music and will have the resilience required to take part in all elements of the music curriculum.
- Be a listener, a creator and a performer and will understand the culture and history of music.
- Be exposed to meaningful, high-quality experiences and lessons that promote choice and independent thinking.
- Be aware of their own music strengths as well as areas for improvement.
- Be encouraged to develop a positive and lifelong relationship with Music and musical activity.
- Have an improved sense of achievement, pride, self-confidence and where relevant, improved behaviour and increased academic achievement because of the creative engagement of music making and team work.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Tranmere Park Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participant</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>

Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.
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Music @ Tranmere Park

At Tranmere Park, we believe every subject area is vital, therefore undertake no narrowing of the curriculum to ensure all pupils are provided with a broad and balanced educational program throughout their journey from EYFS to Y6. As our children at this school are able to master the basic skills early, we are able to not only provide such an enriched curriculum, but furthermore, deliver a program that is ambitious. We strongly believe our children should find their talents, in order to leave us significantly advantaged before progressing with their learning journey into secondary school. To contribute towards this, the Music curriculum created and implemented within Tranmere Park, both meets and surpasses the EYFS Framework and National Curriculum's expectations from Early Years to Key Stage 2. Challenge days are also provided to extend and further inspire those who are gifted and talented within the subject area.

Cross-Curricular Links

Through the Music curriculum, pupils will make links to: Reading, English, MFL, Geography and History, DT, and potentially Science and Maths through composition themes.

Parental Involvement

Parents will have the opportunity to view musical performances during class assemblies on social media and on the Music page of our website. They can also attend performance assemblies where children who have auditioned successfully can perform. We emphasise the need for parents to take an active role in their child's education, supporting children when practise is required and enabling children to take part in musical events offered by school.

Music Units

All year groups follow the same themes at the same time as listed below. The themes are taught progressively across year groups, with half termly challenge posters displayed in classrooms for staff and children to refer to. These progression themes are repeated annually.

Autumn 1 – Pitch

KS1 - High sounds and notes and low sounds and notes

LKS2 - Use blues or pentatonic scale to play to backing tracks and compose

UKS2 - Learn four chord sequences and use them in music making

Autumn 2 – Duration and Texture

KS1 - Clapping and playing simple rhythms from charts

LKS2 - Use quavers, crotchets, minims and semibreves to create rhythms

UKS2 - Use quavers, crotchets, minims, semibreves, dotted crotchets and minim rests to create rhythms

Spring 1 – Notation and Structure

KS1 - Reading symbols which represent sounds

LKS2 - Read and write basic graphic notation

UKS2 - Read the note names of the treble clef

Spring 2 – Timbre and Tempo

KS1 - Choosing instruments to represent different types of sounds

LKS2 - Learn about some world music and instruments

UKS2 - Create a piece of music to achieve an effect, explaining choices

Summer 1 – I am a listener

KS1 - Use good vocabulary to express feelings about music listened to/Represent music in picture form

LKS2 - Listen to musical groups e.g. duet, ensemble, orchestra/Answer listening and appraising questions

UKS2 - Respond in writing to different genres of music, referring to the inter-related dimensions of music

Summer 2 – I am a composer

KS1 - Create a whole class composition based around one topic-based phrase using musical knowledge built up across the academic year

LKS2 - Compose in groups, taking turns to be leader, using knowledge built up across the academic year

UKS2 - Plan and compose own song using knowledge built up across the academic year

Alongside the progression units, the Charanga online music scheme is used for singing, playing, practising and performing.

Charanga Units

Year ½ - Cycle 1

Term	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	I wanna play in a band	Xmas concert	Zootime	Friendship Song	Hands, Feet, Heart	Reflect, Rewind, Replay

Year ½ - Cycle 2

Term 1	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	Hey you	Xmas Concert	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay

Year 3 See below

Year 4 - Cycle 1

Term	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	Dragon Song	Xmas Concert	Glock Stage 1	Stop!	Lean on Me	Reflect, Rewind, Replay

Year 4- Cycle 2

Term	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	Mamma Mia	Xmas Concert	Three Little Birds	Let Your Spirit Fly	Blackbird	Reflect Rewind Replay

Year 5/6 – Cycle 1

Term	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	I'll Be There	Xmas Concert	Classroom Jazz 1	Happy	You've got a friend	High School Transition Project

Year 5/6 – Cycle 2

Term	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Unit	Livin' on a Prayer	Xmas Concert	Make You Feel My Love	Fresh Prince of Bel Air	Dancing in the Street	High School Transition Project

Year 3 have weekly whole class ukulele lessons which take the place of the Charanga units.

Year 6 also participate in an annual music transition to high school project provided by Artforms, Leeds and which is continued at high school.

Main Resources for Music

We have a well-stocked music room with three whole class trolleys of chime bars. KS1 have simple one octave, eight note chime bars and LKS2 and UKS2 have more complex chime bars which include accidentals (sharps and flats). Chime bar sets are sometimes moved around for differentiation purposes. In addition to this, there is a good selection of untuned percussion instruments, and a number of other items including djembe drums and merimbas and a cahon. We have a large variety of Out of the Ark songs available digitally and Garage Band and keyboards are available on ipads. We have a subscription to Charanga, our main online digital learning resource for singing, practising, playing and performing.

Learning Support

Melody Reed runs small group and individual musical interventions to support learning, particularly in spelling and language.

Enhanced Curriculum

We aim to give music a high profile in school. Recent projects which have enhanced our curriculum are the Artforms Music Nuggets song writing workshop with Year 6, local band The Dunwells conducting a song writing workshop with Year 5, followed by a whole school performance, a Year 4 African drumming workshop, taking part in (and being runners up in) the Leeds School Singing Competition, Leeds Music Festival Online for our Year 3 children who learn ukulele, guitar groups performing in the dining hall, recording a whole school CD of each class (and other groups singing) which was available to purchase, any profit going towards more music resources.

Extra-Curricular Music

There are a variety of opportunities for extra curricular music. All children from Year 3 have the opportunity to take part in extra curricular music

lessons in school. We currently offer keyboard, violin, guitar, brass and woodwind lessons. There is a KS2 singing group and a KS1 singing club. We take part in opportunities provided by Artforms Leeds such as Big Sings and take part in the local Aireborough Festival where children rehearse and perform in a choir with other local schools.

