

Music



Curriculum Booklet

Music Intent

At Tanners Brook Primary School we wish to ignite a life-long love of music in our children. Music is all around us, it can evoke emotions, awaken memories and bring people together. It is our intent that we make music an inspiring and enjoyable learning experience that fosters children's individuality, creativity and self-expression. At Tanners Brook music brings us and the wider community together and we aim to help fulfil our vision of *striving for our personal best to make our community proud*.

Our aim is to ensure that children are exposed to a wide variety of high-quality musical experiences. Through the sharing of different musical genres and styles we wish to nurture a love of many types of music, whilst allowing children to develop their own musical preferences.

At Tanners Brook we recognise that there are many benefits to learning a musical instrument, these include; developing patience and discipline, cultivating creativity and building confidence. Throughout their years at Tanners Brook Primary School children are given expert tuition through the teachers at Southampton Music Hub who teach children to play a wide range of musical instruments, including the ukulele, violin and the recorder.

Our teaching focuses on understanding music through listening, singing, composing and performing.

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 opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Music Implementation

At Tanners Brook we aspire to provide our children with an exciting and varied music curriculum. Music is taught differently across the school but the aim is always the same, to ensure our children get the highest quality learning experience so that they can achieve their personal best.

Across the school music is focussed on allowing children to build on 4 skills: singing, listening, composing and performing. Children progress through these skills as they move up through the school, always building on their prior knowledge. Within each of these skills children will also learn how music is created by learning about; timbre, pitch, dynamics, structure, duration, tempo, texture and notation. An example of how children build on their prior knowledge can be seen in their learning of notation. In year 2, children draw pictures to represent notes when creating a weather song. Further up the school in year 4, children will learn formal notation and understand how this relates to the instrument they are learning to play.

Music Skills Progression						
	Y1	Y2	Y3	Y4	Y5	Y6
Singing	1 - Join in with group singing, building a repertoire of songs 2 - Use chants and rhymes to build rhythmic capability	1 - Sing unison songs with control and simple rounds with an awareness of how the part should fit 2 - Sing with increased awareness of pitch, demonstrating the shape of the melody	1 - Maintain parts with support in songs, rounds and part songs. 2 - Confidently sing a variety of songs from different genres with accuracy of pitch	1 - Maintain part in more difficult songs/part songs 2 - Confidently and fluently sing in tune with clear diction, breath control and tone	1 - Sing part songs and simple harmony lines with an awareness of how the part fits with others 2 - Sing with increasing understanding of expression	1 - Sing more complex songs including simple harmony parts 2 - Pupils sing with confidence and expression
Playing	1 - Can hold and play a range of percussion instruments 2 - Play tuned and untuned instruments experimenting with sounds, timbre and melody 3 - Perform using simple graphic notation	1 - Can play simple patterns on tuned percussion instruments with increasing control 2 - Play tuned and untuned instruments with a sense of tempo and dynamics 3 - Perform using graphic scores and other simple notations	1 - Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others 2 - Understand the effect of rhythm, pitch and dynamics 3 - Pupils can perform from basic notation, reading rhythms confidently	1 - Pupils can play a range of tuned and untuned instruments, showing good rhythmic and melodic control 2 - Demonstrate correct techniques when playing melodic and rhythmic patterns with expression 3 - Pupils can read from basic notation with a growing awareness of pitch	1 - Confidently perform a piece as a group, using a range of different instruments, including those learnt outside the classroom 2 - Performances show a clear awareness of expression and balance 3 - Pupils can read & perform from a range of different notations	1 - Maintain own part where appropriate within a group performance 2 - Pupils can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy 3 - Pupils can read and perform from a range of different notations
Improvising	Experiment with tuned and untuned instruments	Experiment with tuned and untuned instruments, improvising with a theme in mind	Experiment with tuned and untuned instruments, improvising using rhythms and melody	Create and refine musical improvisations using more complex rhythms and melody	Create and refine musical improvisations with awareness of musical structure	Create & refine melodic & rhythmic improvisations, showing awareness of different styles and genres
Composing	1 - Create and choose sounds in response to given starting points 2 - Create simple representations and short pieces using tuned and untuned percussion 3 - Use simple symbols to represent sounds	1 - Create short sequences of sound in response to given starting points 2 - Create simple soundscapes for intended effect 3 - Use simple symbols to represent sounds	1 - Communicate thoughts, ideas and feelings through simple musical compositions 2 - Create layered compositions and soundscapes using simple rhythmic patterns and melodies 3 - Use musical symbols and notation to record and create compositions	1 - Create melodic & rhythmic patterns, melodies using the voice, instruments and technology 2 - Create layers of sound within musical structures, showing an understanding of how sounds fit together 3 - Use musical symbols & notation to record and create compositions	1 - Create music which demonstrates an understanding of structure 2 - Select, discuss and refine creative choices 3 - Use different notations to record and create	1 - Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions 2 - Compose rhythmic and melodic ideas within clear structures 3 - Use different kinds of notations to record and create
Listening	1 - Listens to a range of live and recorded pieces identifying key instruments 2 - Identify changes in music and respond with movement 3 - Listens to own performances providing simple constructive comments	1 - Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself 2 - Listens to their own compositions and that of others and suggests improvements	1 - Listen and respond to own and others work offering and accepting feedback and suggestions 2 - Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context 3 - Begin to create individual sound library	1 - Aurally identify, recognise & respond to standard and invented composition 2 - Offer comments from own and others work and ways to improve, accept feedback & suggestions 3 - Listen to a range of live & recorded music from different traditions, genres, styles & times, responding to the context	1 - Critique own and others work offering specific comments, e.g. explaining the effects of different musical elements and justify opinions 2 - Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	1 - Listen and evaluate a range of live and recorded music from different genres, styles and times, responding appropriately to the context. 2 - Critique own and others work offering specific comments and justifying these

Music units are taught either weekly or can be blocked into a longer music session. Where possible, music lessons are based on the year groups topic at that time if a purposeful cross-curricular link can be made. Lessons are taught to the whole class and include differentiated activities to ensure that our teaching is inclusive for all. Children will often work in groups or pairs, which allows children to learn how to communicate effectively and co-operate with their peers. It also allows for those who are more musically gifted to demonstrate their talents and inspire others.

At Tanners Brook we are particularly fortunate that our music sessions in years 3 and 4 are taught by specialist teachers from the Southampton Music Hub. This allows children to learn music from the experts and are given the opportunity to master a range of instruments, such as the ukulele, recorder and violin.

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY						
Year 1	Sound explorers	Long and short sounds	Beat & Rhythm	Handa's Surprise – Pitch, composing and performing	Pitch	Dynamics
Year 2	Composing – Percy the Park Keeper	How Long?	Beat & Rhythm	Pitch	Castles singing and composing	Great Fire of London tuned instruments
Year 3	Recorders	Recorders	Recorders	Recorders	Recorders	Recorders
Year 4	Flute / Peebuzz / Ukelele	Flute / Peebuzz / Ukelele	Flute / Peebuzz / Ukelele	Flute / Peebuzz / Ukelele	Flute / Peebuzz / Ukelele	Flute / Peebuzz / Ukelele
Year 5	Grange Park Opera	Grange Park Opera Exploring Sounds	Grange Park Opera Vivaldi	Grange Park Opera Hip Hop	Grange Park Opera Space	Grange Park Opera Notation
Year 6	Loops	Cyclic Patterns	Glockenspiels John Kanaka			Ocarinas

What does a typical music lesson look like at Tanners Brook Primary School?

Prior Learning and Knowledge Organisers

At Tanners Brook Primary School we place great importance on ensuring the children are continually reminded of what they have already learnt and how this relates to any new learning. Each lesson will begin with a reminder to the children about what they have already learnt and how this applies to the new learning about to take place. The knowledge organiser for the unit of work is then shared and the learning objective is explained to the children with a focus on explaining any key vocabulary.

Hook

A hook is used to engage the children and get them excited about the lesson. This could be playing the children a piece of music, showing them a video of fireworks or sharing with them a range of instruments.

Direct Teaching

Children will then take part in activities focussed around the learning objective, for example during a lesson on loud and quiet sounds the children will go on a listening walk listening for loud and quiet sounds. They would then sing a song, singing loudly and quietly. Children would often also get the opportunity to explore the instruments.

Children will be encouraged to demonstrate what that have learnt during the lesson, this could be in the form of a performance. Children may then be asked to evaluate their own and their peers performances giving ideas for what they have done well and what they could improve.

Ending the lesson

At the end of the lesson children will be asked what it is they have learnt and what they have enjoyed. They may then be told something about what they will be learning in their next session.

Music Impact

At Tanners Brook the music curriculum is designed to ensure that children develop the musical key skills and knowledge they need to make music a meaningful part of their lives. Music lessons have been carefully planned to ensure they are well sequenced to provide a good progression of skills and knowledge. It is important to us that children develop a love of music and are exposed to many different genres of music from across different times.

Music at Tanners Brook allows those that are passionate to flourish, and this is something we are determined to encourage.

Children at Tanners Brook are fortunate to experience learning an instrument from highly experienced music teachers, something they might not be able to have the opportunity to do otherwise. We are lucky enough to work alongside Southampton music hub who share their expertise so we can ensure that our teaching and curriculum coverage is the best it can possibly be for our children. At Tanners Brook we ensure that music is an integral part of school life, from singing Christmas songs in Early Years to dancing to their favourite music at the year 6 prom, we make sure that when children leave us they have a love and appreciation for music. At Tanners Brook we wish to ensure that children are aware of where music can take them in life. We want to inspire them to make

music an important part of their lives whereby they can strive to use and enjoy it however they wish to as they grow.



Recorders in Year 3



Year 1



Song Writing in Year 6

Edward Howard
Joris Agan
Jacob

I heard I heard the young man say
John karaka tu lai ay
Today today is a Saturday
John karaka tu lai ay
Tu lai ay aaaaa
Tu lai ay
John karaka naka tu lai ay
We'll talk tomorrow but not talk today
John karaka naka tu lai ay
We'll walk tomorrow but no walk today
John karaka naka tu lai ay
Tu lai ay aaaaa
Tu lai ay
John karaka naka tu lai ay
We're bound away for Car Bay the holiday
John karaka naka tu lai ay
We're bound away ~~at the~~ to run your day
John karaka naka tu lai ay
Tu lai ay aaaa
Tu lai ay
John karaka
A Hoppay ship with a hoppay crew
John karaka naka tu lai ay
Oh were the people to push or through

I heard, I heard the captain say,
~~John~~ John karaka to ha lay^{ay}
Today, today is a Saturday.
John karaka to ha lay
We'll ~~no~~ sail tomorrow but no sailing today
~~John karaka tu lia ay~~
Tu lia ay oh, tu lia ay,
John karaka tu lia ay,
We'll ~~not~~ sail tomorrow but no sailing today
John karaka tu lia ay
We'll ~~no~~ sail tomorrow, but no sailing today
John karaka naka tu lai ay
Tu lai ay, Oh, tu lai ay
John karaka naka tu lai ay
We're bound away for 'Wooton' bay^{ay}
John karaka naka tu lia ay
We're bound away for 'Wooton' bay at the rock of day
John karaka naka tu lia ay
Tu lai ay, Oh, tu lai ay
John karaka naka tu lai ay
A pirate ship with a pirate crew
John karaka naka tu lai ay
Oh we're the pirate ~~to~~ ger to sail'er though
John karaka naka tu lai ay
Tu lai ay, Oh, tu lai ay
John karaka naka tu lai ay

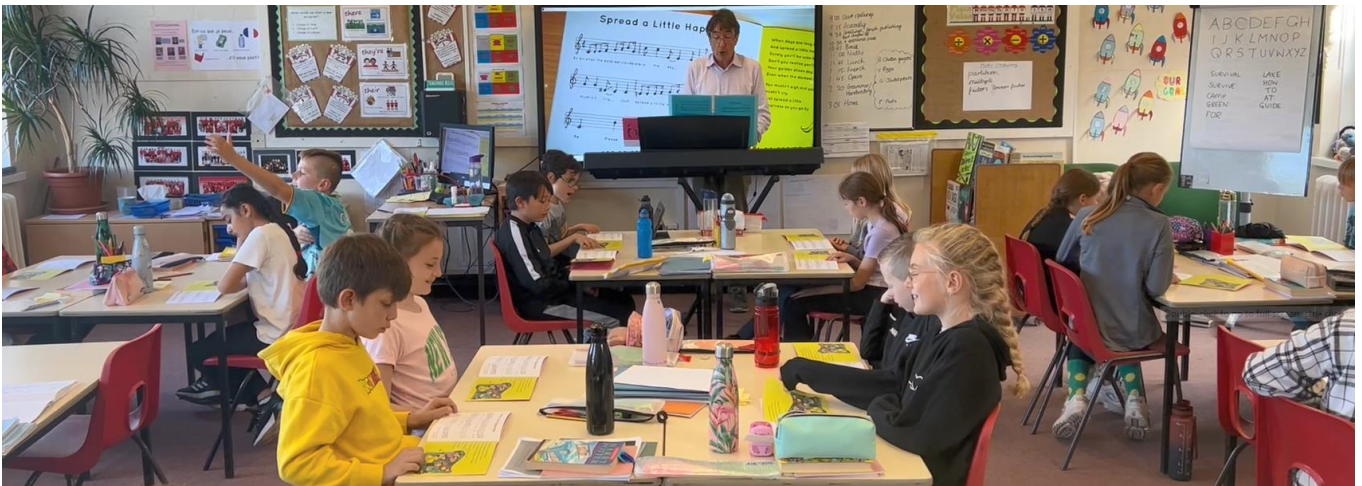
Oh ^{steer} sail away, oh ^{steer} sail away!
John karaka naka tu lai ay
Oh ^{steer} ~~to sail~~ away and ^{make your bay}
John karaka naka tu lai ay
Tu lai ay, Oh, tu lai ay
John karaka naka tu lai ay

Mr. Nicola Pirkanen

Year 2



Year 5 Opera



Pupil Voice

Year 3

"I have enjoyed challenging myself with playing the recorder".

Year 6

"My favourite topic has been opera, especially singing Bare Necessities".

Year 4

"I like learning how to read music and listening to notes".

Year 1

"I enjoy playing with the instruments"