



# Music

***“Music is a moral law. It gives soul to the universe,  
wings to the mind, and life to everything” (Plato)***

## Intent

### *Vision*

*Music has the power to transform lives and all children have the right to access consistent, high quality, and meaningful musical learning experiences.*

*At Coldfall Primary School we aspire for our pupils to develop high levels of intrinsic musicality through a rich and exciting curriculum; ensuring they have the necessary skills, knowledge and understanding to become lifelong musicians. It is our vision that through these experiences our pupil's emotional, social and personal development will be deeply enhanced.*

### *Curriculum Aims*

- **Develop singing skills** – pupils develop good vocal technique and the ability to sing in harmony. Vocal work is used heavily in the majority of Music lessons.
- **Develop rhythmic skills** –pupils learn to read rhythmic notation and play in world music ensembles, specifically African Drumming and Samba.
- **Develop instrumental skills** – pupils learn to play a wide range of percussion instruments. In Year 3 pupils learn to play the recorder and through this learn to read staff notation. In Year 4 students learn to play the ukulele and through this learn to read chord symbols and develop understanding of tonality.
- **Develop composition skills** – all units include elements of composition and improvisation.
- **Develop listening and evaluating skills** – pupils listen to a diverse range of music in a range of contexts in school. From Nursery upwards pupils describe the sounds they hear and by the end of year 1 this should incorporate musical terminology. Through listening, pupils engage with the emotional content and characterisation of pieces of music in a musical and creative way. Additionally, it is our aim for all students to experience at least one live performance per year. *NB. Due to COVID-19 restrictions it has not been possible for pupils to attend external live performances. Instead we have been inviting performers in to school to perform in assemblies.*
- **Developing understanding of the social and historic context of music** – pupils explore a range of music from different cultures, traditions and genres. They do so using authentic performance practice techniques and with an understanding of the social and historic framework from which the music they are performing has evolved.
- **Supporting Values Based Education** – Music and songs are used extensively to support our values curriculum.

## Implementation

Our Music curriculum is cumulative to facilitate linear progression from EYFS to Year 6 and beyond. Each year group has four, bespoke assessment targets (page 7-9) which are based on different areas of musical ability and development. Each scheme of work is audited against these targets and sequenced so that all new learning expands on what has previously been taught and that future learning outcomes are achievable, as a consequence of strong prior learning. This aims to ensure that pupils have mastery of the rudiments of music and can then apply this in an increasingly advanced manner as they progress through the curriculum.

### *Provision*

**Reception:** 40 minutes per week – Music Specialist

**Year 1:** 30 minutes per week – Music Specialist

**Year 2:** 40 minutes per week – Music Specialist

**Year 3 :** 40 minutes per week – Music Specialist

**Year 4:** 45 minutes per week – Music Specialist

**Year 5:** 1 hour per week – Music Specialist

**Year 6:** 1 hour per week – Music Specialist

Additionally, all students, including EYFS and nursery, participate in weekly singing assemblies with Kate Vetch. *NB. Due to COVID-19 restrictions Singing Assemblies with Kate Vetch operate on a rotation basis. Pupils who do not attend participate in singing assemblies led by their class teacher, using Sing Up*

Pupils participate in at least two public performances per academic year; these will range from class assemblies, to concerts in external venues, school productions and instrumental concerts.

*Curriculum Overview*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Carnival of the Animals</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Listening &amp; evaluating</li> <li>- Tempo</li> <li>- Pitch</li> <li>- Pulse</li> <li>- Instrumentation</li> <li>- Movement</li> <li>- Characterisation</li> <li>- Soundscapes/ composition</li> </ul>	<b>Oceans</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Rhythm</li> <li>- Instrumentation</li> <li>- Movement</li> <li>- Characterisation</li> <li>- Soundscapes/ composition</li> </ul>	<b>Musical Elements 1</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Dynamics</li> <li>- Tempo</li> <li>- Pitch</li> <li>- Timbre</li> <li>- Instrumentation</li> <li>- Soundscapes/ composition</li> <li>- Graphic score</li> </ul>		<b>African Music</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Vocal technique</li> <li>- Rhythm</li> <li>- Improvisation</li> <li>- Body percussion</li> </ul>	
<b>Year 2</b>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>- Staff notation</li> <li>- Instrumentation</li> <li>- Composition</li> <li>- Body percussion</li> </ul>	<b>The Nutcracker</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Vocal technique</li> <li>- Characterisation</li> <li>- Movement</li> <li>- Listening &amp; evaluating</li> </ul>	<b>Pitch &amp; Percussion 1</b> <ul style="list-style-type: none"> <li>- Staff notation</li> <li>- Instrumentation</li> <li>- Composition</li> </ul>		<b>Musical Elements 2</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Dynamics</li> <li>- Tempo</li> <li>- Pitch</li> <li>- Timbre</li> <li>- Instrumentation</li> <li>- Soundscapes/ composition</li> <li>- Graphic score</li> </ul>	
<b>Year 3</b>	<b>Recorders 1</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Staff notation</li> <li>- Composition</li> <li>- Improvisation</li> <li>- Metre</li> </ul>		<b>Recorders 2</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Staff notation</li> <li>- Composition</li> <li>- Improvisation</li> <li>- Metre</li> </ul>		<b>Recorders 3</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Staff notation</li> <li>- Composition</li> <li>- Improvisation</li> <li>- Metre</li> </ul>	

<b>Year 4</b>	<b>Ukulele 1</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Major and minor chords</li> <li>- Playing chords</li> <li>- Composition</li> <li>- Improvisation</li> </ul>		<b>Ukulele 2</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Major and minor chords</li> <li>- Playing chords</li> <li>- Composition</li> <li>- Improvisation</li> </ul>		<b>Ukulele 3</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Vocal technique</li> <li>- Harmon</li> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Major and minor chords</li> <li>- Playing chords</li> <li>- Composition</li> <li>- Improvisation</li> </ul>	
<b>Year 5</b>	<b>African Drumming</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Polyrhythms</li> <li>- Call and response</li> </ul>	<b>Christmas</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Harmony</li> <li>- Vocal technique</li> <li>- Characterisation</li> </ul>	<b>Access Classical</b> <ul style="list-style-type: none"> <li>- Listening &amp; evaluating</li> <li>- Instrumentation</li> <li>- Dynamics</li> <li>- Tempo</li> <li>- Pitch</li> <li>- Timbre</li> <li>- Staff notation</li> <li>- Graphic score</li> <li>- Composition</li> <li>- Playing as an ensemble</li> </ul>	<b>Minimalism</b> <ul style="list-style-type: none"> <li>- Listening &amp; evaluating</li> <li>- Instrumentation</li> <li>- Dynamics</li> <li>- Tempo</li> <li>- Pitch</li> <li>- Timbre</li> <li>- Staff notation</li> <li>- Graphic score</li> <li>- Composition</li> <li>- Playing as an ensemble</li> </ul>	<b>Gospel Choir</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Harmony</li> <li>- Vocal technique</li> <li>- Characterisation</li> </ul>	<b>Rock &amp; Roll</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Structure</li> <li>- Texture</li> <li>- Instrumentation</li> <li>- Chords</li> <li>- Listening &amp; evaluating</li> </ul>
<b>Year 6</b>	<b>African Drumming</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Polyrhythms</li> <li>- Call and response</li> </ul>	<b>Christmas</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Harmony</li> <li>- Vocal technique</li> </ul>	<b>Samba</b> <ul style="list-style-type: none"> <li>- Playing technique</li> <li>- Playing as an ensemble</li> <li>- Polyrhythms</li> <li>- Call and response</li> </ul>	<b>Garage Band</b> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Instrumentation</li> <li>- Texture</li> <li>- Chords</li> <li>- Composition</li> <li>- Music technology</li> </ul>	<b>Production</b> <ul style="list-style-type: none"> <li>- Singing</li> <li>- Harmony</li> <li>- Vocal technique</li> <li>- Characterisation</li> <li>- Movement</li> </ul>	

**PUBLIC PERFORMANCE**

## *Extra-Curricular Music Provision & Special Events*

### *Coldfall Primary School Choir*

We have an exceptional school choir formed of pupils from Year 5 and 6 who perform regularly in the local area and further field. The choir rehearse weekly after school under the direction of Kate Vetch and sing a wide range of music in 3 and 4-part harmony. Recent performances include the London premier of Rio Amazonas with Roland Perrin and his Blue Planet Orchestra and Carmina Burana at the Queen Elizabeth Hall under the baton of David Temple (OBE). The choir were also invited to perform at the Music for Youth National Festival at Symphony Hall, Birmingham. Other highlights include; The Wigmore Hall, The Royal Albert Hall, The Union Chapel and Alexandra Palace. They also recently performed the children's choir part in the world premier of One Giant Leap by James McCarthy with The London Orchestra da Camera and Hertfordshire Chorus at The Queen Elizabeth Hall. In March 2020 the choir recorded Benjamin Britten's Saint Nicholas with The BBC Concert Orchestra and Crouch End Festival Chorus for Signus Records.

### *Coldfall Guitar Orchestra*

The guitar orchestra currently consists of 10 pupils who rehearse weekly under the direction of Michael Antoniou. The group was established in January 2019 and perform a wide range of repertoire.

### *Instrumental Lessons*

Teachers from Haringey Music service offer individual and small group tuition in piano, violin, guitar. We have also offer an in-house wind instrumental programme; 20 students are now enrolled in weekly flute, clarinet, saxophone and trumpet lessons. We also offer vocal tuition with visiting specialist teachers and now over 40 pupils have weekly singing lessons in school. Currently, over 300 students across the school receive instrumental or vocal tuition in school have many more have private lessons outside of school.

### *Special Events 2021-2022*

8<sup>th</sup> November: In school performance by professional classical singer, Alistair Sutherland

22<sup>nd</sup> November: In school performance by professional guitarist and producer, Michael Antoniou

29<sup>th</sup> November: In school performance by professional classical singer, Naomi Kilby

6<sup>th</sup> December: Chaffinch Class Christmas Performance

6<sup>th</sup> December: Dove Class Christmas Performance

7<sup>th</sup> December: Eagle Class Christmas Performance

8<sup>th</sup> December: Kingfisher Class Christmas Performance

9<sup>th</sup> December: Kestrel Class Christmas Performance

9<sup>th</sup> December: Kookaburra Class Christmas Performance

10<sup>th</sup> December: Swift Class Christmas Performance

13<sup>th</sup> December: Swan Class Christmas Performance

14<sup>th</sup> December: Woodpecker Christmas Performance

15<sup>th</sup> December: Wren Christmas Performance

1<sup>st</sup> April: Haringey Music Education Hub Performance Royal Albert Hall

## *Impact*

Our expectations for attainment are high and exceed the national outcomes for school based musical learning, ensuring that every child is equipped with the necessary skills and confidence to be life-long musicians regardless of socio-economic or personal circumstance.

By the time children leave Coldfall Primary School, they can:

- Sing as part of an ensemble, in three-part harmony in a range of musical, styles, traditions and genres with a strong awareness of good vocal technique, characterisation and performance skills
- Read staff notation and use this knowledge to enhance their instrumental playing, performance and composition
- Understand how to listen to and evaluate music, engaging with the emotional content of pieces of music and using musical understanding and awareness to form and justify their opinions
- Play a wide range of instruments independently and as part of an ensemble with a clear awareness of playing and performance techniques
- Compose, improvise and develop original musical ideas
- Understand theoretical aspects of Music within their performance, composition and listening and evaluating

### *Assessment and Evidencing Work*

Formative assessment and verbal feedback occurs in every Music lesson and every two lessons pupils are asked to complete self/ peer assessment tasks to assist them in understanding their progress and identifying areas for development.

Students are assessed each term based on specific musical key skills (see overleaf) which are developed through their curricular Music lessons. They are graded as;

W- working towards achieving the objective

E – working at expected level

A – working above expected level

Pupil work is video recorded twice each half term to evidence pupil progress. A written commentary of pupil prior, current and future learning accompanies these examples.

*Musical Skills Framework*

<b>Year 1</b>
1.1 Can sing simple songs with some accuracy of tuning.
1.2 Can repeat and perform rhythms. Can keep a steady beat with an awareness of pulse and tempo.
1.3 Can create musical patterns and organise sounds in response to a stimulus. Can move in response to the character and mood of the music.
1.4 Can use a range of un-tuned percussion instruments to play rhythms and keep a steady beat.

<b>Year 2</b>
2.1 Can sing tunefully with expression and some awareness of vocal tone.
2.2 Can read, perform and compose simple rhythms aurally and using staff notation. Can understand how simple rhythms fit with a beat, with a sound awareness of pulse and tempo.
2.3 Can read, perform and compose simple melodies aurally and using staff notation.
2.4 Can accurately perform and compose rhythms and melodies on tuned and un-tuned percussion.



<b>Year 3</b>
3.1 Can sing tunefully with expression and with good awareness of vocal tone, performing simple harmonies in two parts.
3.2 Can read, perform and compose rhythms aurally and using notation. Can understand how rhythms fit with a beat, with a sound awareness of pulse, tempo and meter.
3.3 Can read, perform and compose melodies aurally and using staff notation. Can understand the relationship between notes and the concept of pitch.
3.4 Can play and compose simple pieces on the recorder as part of an ensemble with an awareness of correct technique and tone.

<b>Year 4</b>
4.1 Can perform part songs with expression, accuracy of tuning and some awareness of good vocal technique.
4.2 Can read, perform and compose rhythmic patterns aurally and using notation. Can compose and improvise rhythmic strumming patterns.
4.3 Can read, perform and compose aurally and using staff notation and chord symbols. Can understand and recognise major and minor chords and tonality.
4.4 Can play and compose pieces on the ukulele as part of an ensemble with awareness of good technique.

<b>Year 5</b>
5.1 Can perform part songs expressively, with accuracy of tuning, phrasing, and sense of ensemble and a sound awareness of good vocal technique.
5.2 Can read, perform, improvise and compose complex polyrhythms aurally and using notation, demonstrating an awareness of different musical styles, traditions and genres and their associated stylistic performance practice techniques.
5.3 Can read, perform, improvise and compose melodies aurally and using notation- with an awareness of different musical styles, traditions and genres and their associated performance practice techniques.
5.4 Can perform and compose music from a range of styles, traditions and genres on a variety of instruments as part of an ensemble and as a soloist, with an awareness of the cultural and social context of the music.

<b>Year 6</b>
6.1 Can perform complex part songs expressively with high accuracy of tuning, phrasing, controlled quality of tone, and good sense of ensemble with a firm awareness of vocal technique.
6.2 Can read, perform, improvise and compose advanced polyrhythms aurally and using notation. Using their secure understanding of different musical styles, traditions and genres and their associated stylistic performance practice techniques to inform their playing. Can use Music ICT to create and record rhythmic patterns.
6.3 Can read, perform, improvise and compose melodies aurally and using notation. Using their secure understanding of different musical styles, traditions and genres and their associated performance practice techniques to inform their playing. Can use Music ICT to create and record melodies and chord sequences.
6.4 Can perform and compose music from a range of styles, traditions and genres on a variety of instruments as part of an ensemble and as a soloist, with an awareness of the cultural and social context of the music.

## Next Steps

- Develop Music Provision in EYFS (see separate Action Plan)
- Rebuild the quality of singing across the school which has suffered as a consequence of COVID-19
- Develop external projects that are linked to the Music curriculum
- Facilitate better access to live performance within school
- Develop extra-curricular provision:
  - Resume school orchestra
  - Key Stage 2 non-auditioned choir
  - Drumming Club
- Develop SEND Music provision