

## Villiers Primary School Music Statement of Intent.

### Intent

At Villiers Primary School, our aim is to make music an enjoyable experience. Our **inclusive** music curriculum offers a huge variety of musical experiences to all our pupils and we encourage all pupils to participate to build up their **confidence** and self-esteem and to improve their well-being. Our music lessons focus on the following musical skills; listening, appraising, performing, improvising, composing and evaluating. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Our children are given **opportunities** to listen to live and recorded music from a wide variety of historical periods, styles, traditions, and musical genres. Our children are given the opportunity to learn to play a large variety of musical instruments, taught by specialist music teachers. We give our children the opportunity to perform in school and in our **local community**. We develop hidden talents and passions from an early age and ensure all our pupils reach their full potential within our curriculum.

**Children leave Villiers** with the necessary skills to perform in front of others with confidence. Our children are able to perform solos and in ensembles both using their voices and playing musical instruments. Our children develop the skills to improvise and compose for a wide range of purposes. They are able to use and understand musical notations. Our children leave Villiers as performers with a passion for music and a large number of children continue their successful musical journey in secondary education.

### Implementation

At Villiers, we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons children will be given opportunities to learn music

specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and are given chance for collaboration through composition.

### Charanga

All year groups have weekly music lessons from Nursery to Year 6 following the Charanga scheme of work.

### EYFS

#### The key skills introduced in nursery (Three and Four Year olds)

Remember and sing entire songs.

- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

#### The key skills introduced in Reception

- 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.
  - Listen attentively, move and talk about music, expressing their feelings and responses.

#### Early learning goals

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS coverage Charanga

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me! Focus: Pulse, rhythm patterns and high and low sounds.	My stories Focus: Pulse, clap and play rhythm patterns, high and low sounds.	Everyone Focus: Pulse, clap and play rhythm and melodic patterns, high and low sounds.	Our World Focus: Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.	Big Bear Funk Focus: Pulse, rhythm and pitch in the context of Funk music.	Reflect, Rewind and Replay. Focus: Revision of previous taught units.

Key vocabulary to be taught in EYFS

Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie, tempo, perform, rap, unison, congo, rondo, concerto, funk

## Year plan for Year 1 Charanga

Autumn 1	<p><u>Hey You!</u></p> <p>Focus: How pulse, rhythm and pitch work together.</p>	<p><u>Key vocabulary</u></p> <p>Pulse, rhythm, pitch, rap, melody, singers, keyboards, bass, percussion, trumpets, saxophones, perform</p>
Autumn 2	<p><u>Rhythm in the way we walk and banana rap.</u></p> <p>Focus: Pulse, rhythm and pitch dancing rapping and singing.</p>	<p><u>Key vocabulary</u></p> <p>Pulse, rhythm, pitch, rap, melody, singers, keyboards, bass, percussion, trumpets, saxophones, perform</p>
Spring 1	<p><u>In The Groove</u></p> <p>Focus: How to be in the groove with different styles of music.</p>	<p><u>Key vocabulary</u></p> <p>Blues, Baroque, Latin, Irish Folk, Funk, Pulse, Rhythm, Pitch, Compose, Improvise, Perform, Groove</p>
Spring 2	<p><u>Round And Round</u></p> <p>Focus: Pulse, rhythm and pitch in different styles of music.</p>	<p><u>Key vocabulary</u></p> <p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p>
Summer 1	<p><u>Your imagination</u></p> <p>Focus: Using your imagination.</p>	<p><u>Key vocabulary</u></p> <p>Keyboard, bass, drums, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>
Summer 2	<p><u>Reflect, Rewind and Replay</u></p> <p>Focus: Musical History.</p>	<p><u>Key vocabulary</u></p> <p>See all above.</p>

## Year plan for Year 2 Charanga

Autumn 1	<u>Recorder Course (Charanga)</u>	<u>Vocabulary</u> Recorder, loud, quiet, beat, rhythm, crotchet, duet, solo, ensemble, minim, stave, treble clef
Autumn 2	<u>Ho Ho Ho</u> Focus: Christmas and Having Fun.	<u>Vocabulary</u> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
Spring 1	<u>I Wana Play in a Band</u> Focus: Playing together in a band, and Rock music.	<u>Vocabulary</u> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Spring 2	<u>Zootime</u> Focus: Animals and Reggae music	<u>Vocabulary</u> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, audience, improvise, compose, perform, audience, melody, dynamics, tempo
Summer 1	<u>Friendship Song</u> Focus: Being Friends	<u>Vocabulary</u> Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Summer 2	<u>Reflect, Rewind and Replay</u> Focus: Musical History.	<u>Vocabulary</u> See all above

Vocabulary taught in EYFS / KS1

New vocabulary introduced to year group is in bold.

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Pulse,</b> <b>rhythm,</b> <b>pitch,</b> <b>high sounds,</b> <b>low sounds,</b> <b>perform,</b> <b>unison,</b> <b>phrase,</b> <b>boogie,</b> <b>tempo,</b> <b>perform,</b> <b>rap,</b> <b>unison,</b> <b>congo,</b> <b>rondo,</b> <b>concerto,</b> <b>funk</b>	<b>Pulse,</b> <b>rhythm,</b> <b>pitch,</b> <b>perform</b> <b>rap,</b> melody, singers, keyboards, bass, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, Compose Improvise, Groove guitar, audience imagination	<b>pulse,</b> <b>rhythm,</b> <b>pitch,</b> <b>perform,</b> <b>improvise,</b> <b>compose,</b> <b>audience,</b> <b>Keyboard,</b> <b>drums,</b> <b>bass,</b> <b>percussion,</b> <b>melody,</b> electric guitars, saxophone, trumpet, question and answer, dynamics, tempo guitar, rap, Rock, Reggae, glockenspiel

## Year plan for Year 3 (Charanga)

Autumn 1	<p><u>Let Your Spirit Fly</u></p> <p>Focus: RnB and other musical styles</p>	<p><u>Vocabulary</u></p> <p>Structure, introduction, verse, chorus improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesiser, hook, melody</p>
Autumn 2	<p><u>Glockenspiel Stage 1</u></p> <p>Focus: Exploring and developing playing skills using the glockenspiel</p>	<p><u>Vocabulary</u></p> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>
Spring 1	<p><u>Three Little Birds</u></p> <p>Focus: Reggae, happiness and animals</p>	<p><u>Vocabulary</u></p> <p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae, pentatonic, scale</p>
Spring 2	<p><u>The Dragon Song</u></p> <p>Focus: Traditional Folk tunes, celebrating our differences</p>	<p><u>Vocabulary</u></p> <p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, dynamics, texture, structure, compose, improvise, hook, melody</p>
Summer 1	<p><u>Bringing Us Together</u></p> <p>Focus: Musical History.</p>	<p><u>Vocabulary</u></p> <p>This is a Disco song about friendship, peace, hope and unity</p>
Summer 2	<p><u>Reflect, Rewind and Replay</u></p> <p>Focus: Musical History.</p>	<p><u>Vocabulary</u></p> <p>All above</p>

## Year plan for Year 4 (Charanga)

Autumn 1	<u>Mamma Mia</u> Focus: ABBA's Music	<u>Vocabulary</u> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, pentatonic scale, unison
Autumn 2	<u>Glockenspiel Stage 2</u> Focus: Exploring playing the glockenspiel	<u>Vocabulary</u> Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure
Spring 1	<u>Stop!</u> Focus: Grime and other styles of music	<u>Vocabulary</u> Musical style, rapping, lyrics, choreography, digital/ electronics sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo
Spring 2	<u>Lean on Me</u> Focus: Soul/ Gospel music and helping each other.	<u>Vocabulary</u> Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo
Summer 1	<u>BlackBird</u> Focus: The Beatles, equality and civil rights.	<u>Vocabulary</u> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, composer, improvise, hook, riff, melody, solo
Summer 2	<u>Reflect, Rewind and Replay</u> Focus: Musical History.	<u>Vocabulary</u> All above



## Year plan for Year 5 (Charanga)

Autumn 1	<u>Livin' On A Prayer</u> Focus: Rock Anthems	<u>Vocabulary</u> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose
Autumn 2	<u>Classroom Jazz 1</u> Focus: Jazz, improvisation and swing	<u>Vocabulary</u> Appraising, Bossa Nova, syncopation, structure, swing, tune/ head, note values, note names, big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo
Spring 1	<u>Make You Feel My Love</u> Focus: Pop Ballads	<u>Vocabulary</u> Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, dynamics, timbre, texture, structure.
Spring 2	<u>The Fresh Prince Of Bel-Air</u> Focus: Old-School Hip Hop	<u>Vocabulary</u> Old-School Hip Hop, Rap, Riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Summer 1	<u>Dancing In The Street</u> Focus: Motown	<u>Vocabulary</u> Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Summer 2	<u>Reflect, Rewind and Replay</u> Focus: Musical History.	<u>Vocabulary</u> All above

## Year plan for Year 6 (Charanga)

Autumn 1	<u>Happy</u> Focus: Being Happy	<u>Vocabulary</u> Style indications, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, motown, hook, riff, solo
Autumn 2	<u>Classroom Jazz 2</u> Focus: Jazz, improvisation and composition	<u>Vocabulary</u> Blues, Jazz, improvisation, by ear, melody, compose, , improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
Spring 1	<u>A New Year Carol</u> Focus: Benjamin Britten's music and cover versions	<u>Vocabulary</u> melody, compose, , improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel
Spring 2	<u>You've Got A Friend</u> Focus: The Music of Carol King	<u>Vocabulary</u> melody, compose, , improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony
Summer 1	<u>Music and Me</u> Focus: Identity	<u>Vocabulary</u> Gender, racism, rap, lyrics, turntablist, DJ-ing, producer, Electronic and acoustic music, culture, identify, inspirational
Summer 2	<u>Reflect, Rewind and Replay</u> Focus: Musical History.	<u>Vocabulary</u> All above



<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Structure, chorus improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard,</b> synthesiser, hook, melody, electric guitar, organ, backing vocals, pulse, riff, melody, reggae, pentatonic, scale, introduction, verse,</p>	<p><b>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, pentatonic scale,</b> unison, Rhythm patterns, Musical style, rapping, lyrics, choreography, digital/ electronics sounds, turntables, synthesizers, unison, Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, Unison, by ear, notation, improvise,</p>	<p><b>piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, dynamics, timbre, texture, structure,</b> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose, Appraising, Bossa Nova, syncopation, structure, swing, tune/ head, note values, note names, big bands, riff, hook, solo, Ballad, verse, chorus, interlude, tag ending, strings, Soul, groove, riff, bass line, backbeat, brass section, harmony,</p>	<p>Style indications, melody, <b>compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,</b> dimensions of music, Neo Soul, producer, groove, motown, hook, riff, solo, Blues, Jazz, improvisation, by ear, structure, dimensions of music, hook, riff, solo, dimensions of music, ostinato, phrases, unison, Urban Gospel, dynamics, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>

### Year 1 Curriculum coverage

To perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions.

To perform, listen to, review, and evaluate music, including the works of the great composers and musicians.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To use their voice expressively and creatively, by singing songs and speaking chants and rhymes.

To use their voices expressively and creatively, by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically.

To listen with concentration and understanding to a range of high- quality music.

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

To have the opportunity to progress to the next level of musical excellence.

### Year 2 Curriculum coverage

To perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions.

To perform, listen to, review, and evaluate music, including the works of the great composers and musicians.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To use their voice expressively and creatively, by singing songs and speaking chants and rhymes.

To use their voices expressively and creatively, by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically.

### Year 3 Curriculum coverage

To 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.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To improvise and compose music for a range of purposes using the inter-related dimensions of music

To listen with attention to detail and recall sounds with increasing aural memory

To use and understand staff and other notations

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop and understanding of the history of music.

### Year 4 Curriculum coverage

To 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.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To improvise and compose music for a range of purposes using the inter-related dimensions of music

To listen with attention to detail and recall sounds with increasing aural memory

To use and understand staff and other notations

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop an understanding of the history of music.

### Year 5 Curriculum coverage

To 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.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To improvise and compose music for a range of purposes using the inter-related dimensions of music

To listen with attention to detail and recall sounds with increasing aural memory

To use and understand staff and other notations

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop and understanding of the history of music.

### Year 6 Curriculum coverage

To 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.

To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument.

To 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.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To improvise and compose music for a range of purposes using the inter-related dimensions of music

To listen with attention to detail and recall sounds with increasing aural memory

To use and understand staff and other notations

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop and understanding of the history of music.



### Instrumental tuition

The following instruments are taught at Villiers:

Trumpet, tenor horn, violin, clarinet and recorder.

Children are selected through audition process and we have 24 pupils in each year group currently learning an instrument from Year 4 to Year 6. Pupils have weekly lessons where notation is taught and we strongly encourage pupils to take exams once they are at the suitable ability for the grades.

### Performance

Performance is vital part of the curriculum. All children perform at the following events, Harvest festival, Diwali festival, Remembrance Day Service, Christmas Service, Easter Service, and Productions.

Our school choir perform at many events during the year including assemblies, carol singing, productions, Christmas and Easter services,

Our recorder groups/ instrumentalists perform in assemblies, Christmas services, Easter Services and many other events.

### **Impact**

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures each child's progress throughout the year.

### Assessment of music at Villiers Primary

Staff video record pupils taking part in lessons to help support their assessments. They use these recordings to state if pupils are working below the expected standard, working at the expected standard and exceeding the expected standard. Staff assess 3 learning objectives every lesson and use assessment trackers to support future planning and to make accurate termly teacher assessments.

