



**MUSIC DEPARTMENT
CATTON GROVE
NORFOLK PRIMARY SCHOOL
MUSIC AWARD 2019**



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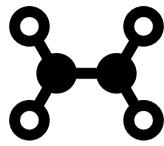
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INTRODUCTION

At Catton Grove Primary School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum (Ofsted, 2014) purpose of study which states:

“Music is a universal language that embodies one of the highest forms of creativity. 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, creativity and sense of achievement. As pupil’s progress, they should develop a critical engagement with music, allowing them to compose, improvise and to listen with discrimination to the best in the musical canon.”

National Curriculum 2014.

The objectives of teaching music at Catton Grove Primary School are to:

- Encourage our children’s understanding and enjoyment of music through an active involvement in listening, composing, improvising and performing;
- Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;
- Help children to develop an awareness of musical traditions and developments from a variety of cultures.

At Catton Grove Primary School we address the curriculum through a rich and progressive spiral of musical activity (ISM, Daubney, Fautney, 2019) that teaches musical skill, as well as recognising the transferable skills (S. Hallam 2015), and the social, moral, spiritual and cultural development that is intrinsically involved in the musical process (ISM, Daubney, Fautney, 2019).



APPROACHES AND CURRICULUM

The spiral progression of musical ability

Although it is important to recognise the strands of musical learning that can be developed in young students it is equally important to understand the holistic nature of musical learning (ISM, Daubney, Fautney, 2019). When children learn to play a musical instrument they inevitably develop improved listening skills, when they begin to improvise with an instrument they will begin to learn how to compose. The strands of musical ability are intertwined, and by experiencing rich and varied musical activities, the strands progress together, and can be assessed together.

Our students develop musical skill through the use of the Kodaly method (Beng Huat See, Lindsay Ibbotson, 2018), which is evidenced to positively affect attainment (P, Yang, 2015), and language and mathematics (E Dumont et al, 2017), by developing links between aural, visual and vocal stimuli, while being an internationally recognised musical pedagogy applied to education in both whole class ensemble teaching (M Fautley, 2017) and instrumental learning. Classroom lessons at Catton Grove use a digital approach to learning that embraces modern technologies which are current and relevant to young musicians whilst providing the opportunity to develop transferrable computing and programming skills (Henley, 2011). Singing is part of every day life at Catton Grove and promotes, but is not limited to, social, moral, spiritual and cultural development (G Welch et al, 2014). Singing is progressive and is respected as the high order musical skill it is, while also being a proven technique for developing language, supporting language for students with English as an additional language (EAL), and improving concentration skills (Idrees, 2019). In addition, music provides the perfect opportunity to discuss historical and cultural subjects while allowing students to express opinion and appreciate the opinions of others (S Hallam, 2015).

OPPORTUNITIES AT CATTON GROVE PRIMARY SCHOOL

- 45 minutes a week classroom music lessons
- Every student learns to play an instrument in classroom music lessons
- Every KS2 student learns technology, production & recording skills
- Students have the opportunity to access high level performance in partnership with the Norfolk Music Hub
- KS2 students can access guitar and piano lunchtime clubs
- KS2 students can access the after school choir and/or orchestra
- KS1 students can access choir and percussion lunch time clubs
- All students sing every week in assembly
- All students are involved in performance opportunities

TEACHING AND LEARNING MUSIC AT CATTON GROVE PRIMARY SCHOOL

At Catton Grove Primary School, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

Forty-five (45) minute music lessons are timetabled for each class on a weekly basis. This involves both whole class and small group activities. We aim to meet and exceed, as far as possible, the requirements of the National Curriculum. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, improvising, composing, listening and appraising. Children are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

One of the primary methods employed to help children to access and engage with music in school is singing. Our teaching focuses on developing the children's ability to sing expressively, in tune and with other people. This is achieved through weekly singing assemblies and choirs for Key Stage 1 & 2 pupils. Through singing songs, children learn about the structure and organisation of music. We teach to listen to and appreciate different forms of music from various backgrounds and cultures. Assembly songs are also linked to various celebrations and festivals such as Harvest, Christmas, Spring, Valentine and Easter as well as our Core Values which change focus each month, as well as our school ethos. Singing is progressive and therefore, at Catton Grove we select singing repertoire carefully, to match the appropriate level of student age.

As children get older, they are expected to maintain their concentration for longer, and to listen to more extended pieces of music. Children will be enabled to develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Children are also taught how to use technology as a tool for creating, manipulating and storing sounds as well as using digital instruments for core learning, instrument skills, and production.

MUSIC CURRICULUM PLANNING AND CROSS CURRICULAR LINKS

At Catton Grove Primary School we use digital technology at the core of our learning in the classroom. The technology allows for computing skills to be developed by programming music, editing, and using transferable skills such as saving, storing and restoring in the Icloud, presentation and cross platform software use. The Catton Grove music curriculum explores music from around the world which encourages discussion about geography, history and culture, as well as providing opportunities for music and mathematics (Viladot et al, 2017), and music for listening and speaking skills (Julian Knight, 2015-17). Students learn to sing in ancient languages such as Latin and Germanic, as well as learning cultural songs relevant to the students with English as an additional language (EAL), within the school. Our musical focus of digital instruments and technology allows students to develop computing skills as well as transferable skills for every day use such as copy, paste and edit which are common practice for most word and number processing documents (Henley, 2011).

ASSESSMENT FOR LEARNING

Children can demonstrate their ability in music in a variety of ways and therefore assessment at Catton grove allows for a diverse musical evaluation. Teachers assess children's work in music by making informal judgements as they observe during lessons and performances (ISM, Daubney, Fautney, 2019). Video recordings are made of live musical performances to be used for evaluation and as self-assessment. Other sound based methods are also employed to capture children's performances.

Students are encouraged to compose, improvise and perform music. On completion of a piece of work, a tutor will assess and keep a record for end of term progress reports, as well as end of year assessment. Because the ability to self-assess progress is a key skill for learning, older and more able pupils are encouraged to make judgements about how they can improve their own work (Hattie, 2012). The assessment process is used as a tool for helping children to make future progress.

At Catton Grove Primary School, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we will provide learning opportunities that enable all pupils to make good progress. Children will be provided with equal opportunities for participating and communicating their own musical ideas. We strive hard to meet the needs of those pupils with special educational needs (TDA, 2009), those with disabilities, those with special gifts and talents, and those learning English as an additional language (Idrees, 2019), and we take all reasonable steps to achieve this. In

catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs. In this way we offer opportunities for enrichment and extension activities in existing music lessons, as well as providing lunch and after school clubs for students with a specific musical interest.

MUSICAL EVENTS AT CATTON GROVE PRIMARY SCHOOL

We believe that music enriches the lives of people, and so we endeavour to involve as many children as possible in musical activities. Every year, all children are involved in a Winter, Summer or end of year production which allows them to showcase their abilities. These events include whole school singing; performances from the school's choir, orchestral and band performances as well as musical theatre performance. Parents of performing children are invited to the end of year musical events. We are very proud to be recognised as a school that embraces high quality performance - in 2019, Catton Grove Primary was invited to lead the opening act of the Young Norfolk Arts festival with a composition written by the pupils, to respond to the Multilingualism research and performance project initiated by Oxford University and Professor Kohl. Later in the year the Royal Shakespeare Society visited Catton Grove to work with year 6 students and their performance of Matilda. In October 2019, Catton Grove won the award for best Primary School Music Department at the Norfolk Music Hub Expo award ceremony.

HEALTH AND SAFETY

The health and safety of our pupils at Catton Grove Primary School is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately;
- Wind and brass instruments will be cleaned before they are reissued to other pupils;
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing;
- The school's piano will only be moved by an adult member of staff;
- At Catton Grove Primary, we enable pupils to have access to the full range of activities involved in learning and sharing music. Where children are to participate in activities outside the classroom, for example external performances and attending musical events, a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

THE ROLE OF THE MUSIC TEAM

The Music lead will take responsibility for monitoring the standards of children's work and the quality of music teaching in school.

- The Music lead will support colleagues where needed in their teaching and provide appropriate staff development training where necessary. The Music team will also keep staff up-dated with examples of musical activities and useful teaching resources.
- The Music team will ensure that the Scheme of Work is in use throughout the year groups, and will help with implementing this.
- The Music team will keep samples of children's work in a portfolio, which will be used to demonstrate the level of achievement in music in school.
- The Music team will take the lead in teaching new songs during assemblies and provide the musical accompaniment for most of the songs taught.
- The Music team will lead the school choir and organise both internal and external performances for the school's choir.
- The Music team will maintain the music room and instruments.
- The Music lead will liaise with the Music Service and peripatetic music teachers.
- The Music team will organise termly musical assemblies/concerts.
- The Music team will ensure that children are exposed to quality musical performances and will take responsibility for organising these events.
- The Music team will carry out any necessary risks assessments for music related trips.

KNOWLEDGE, DEVELOPMENT & ASSESSMENT

THE NATIONAL CURRICULUM FOR MUSIC

The national curriculum for music aims to ensure that all pupils:

- 1) **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
- 2) 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**
- 3) **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.

Key stage 1

Pupils should be taught to:

- a) **use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- b) **play tuned and untuned instruments musically**
- c) listen with concentration and understanding to a range of high-quality live and recorded music
- d) **experiment with, create, select and combine sounds using the inter-related dimensions of music.**

Key stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- a) **play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
- b) **improvise** and **compose** music for a range of purposes using the inter-related dimensions of music
- c) listen with attention to detail and recall sounds with increasing aural memory
- d) **use and understand staff and other musical notations**

- e) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- f) develop an understanding of the history of music.

The aims and attainment targets summarised by the NC for music are addressed below, by seven strands of learning - **Singing**, **Playing**, **Improvising**, **Composing**, **Transcribing**, **Listening** (critical engagement) and **SMSC** (**social, moral, spiritual, cultural**). The knowledge, skills, development and assessment of the seven strands of activity are developed with a spiral learning approach to progression. This means that students revisit musical activity intrinsically throughout the school year, i.e. while **composing**, a student will be *describing* and *transcribing* the music. The Musical progress and skill expectation document details the progress a student is expected to make throughout his/her time at Catton Grove Primary.

THE STRANDS OF MUSICAL ACTIVITY

The musical strands at Catton Grove are developed progressively throughout each academic year, and increase in challenge for each year group. The approaches chosen to teach the strands are specific to our school and the students we serve. We recognise the importance of developing language skills through singing, reading and memory skills through hand signing and solfege, and mathematics through the Kodaly rhythmic approach. Although the strands are clearly defined, assessment and teaching is holistic, and often, strands are combined.

Musical Activity	Desired Skills	Approaches to developing skills	Desired knowledge and understanding	Approaches to developing knowledge and understanding	Curricula materials	Assessment criteria	Assessed through...
Singing (1)	Singing in tune with an appropriate pitch range, control of dynamic changes, expression and awareness of harmony (relevant to year group objectives). Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	All student learn to sing with Solfege, hand singing and choir rehearsals. Weekly singing rehearsals and assemblies for all students. Reading and singing from musical charts in the classroom.	An awareness and control of the inter related dimensions and the confidence to apply these musical skills. Knowledge of historical pieces of music and the use of language in song. Ability to read Solfege, and express vocally, and transfer the knowledge to instruments.	Discussing historical harmonic, structural and melodic theory, and the impact on musical genre. Applying modality changes of a major solfege scale to music. Practising responding to musical notation with voice. Opportunities to demonstrate in a solo and ensemble context.	Singing spine and choir songs (displays and planning). BBC ten pieces repertoire 2019. Winter/ Christmas songs for concerts.	-Ability to sing in an ensemble and/or solo context. -Ability to represent musical notation with voice. -Ability to recreate both melody and harmony parts. -Achieve vocal range appropriate for age group.	Responding, Talking, Notating, reading, recording, performing.

Musical Activity	Desired Skills	Approaches to developing skills	Desired knowledge and understanding	Approaches to developing knowledge and understanding	Curricula materials	Assessment criteria	Assessed through...
Playing (2)	<p>To perform as part of an ensemble and solo. Maintain an independent part in a group when playing (e.g. rhythm, ostinato, drone). Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p>	<p>Classroom ensemble sessions using a variety of instruments (Junk percussion, ukulele, digital instruments). Playing from memory and musical notation. ~Developing pieces of music by progressive difficulty including further use of expression, dynamic changes and structural complexity.</p>	<p>An understanding of the roles of instruments and musical texture. An imbedded ability of pulse, duration and rhythm and the mathematical understanding needed to play independently to a count. An understanding of pitch and the relationship with scales and key. Knowledge of standard musical symbols and notation (repeat, Piano/Forte, staccato/legato etc).</p>	<p>Playing as an ensemble and discussing dynamic change and the musical notation that represents changes. Counting bars and phrases and studying popular structures in western music. Exploring differences in musical cultures and how they are written, expressed and produced.</p>	<p>BBC ten pieces repertoire, performing on instruments songs from the singing spine.</p>	<p>-Ability to play a part in an ensemble and keep a rhythm part accurately to a pulse. -Ability to play a solo part and play the part as a lead instrument to an accompanying ensemble. - Ability to express musical notation with a chosen instrument.</p>	<p>Performance and performance elements criteria, Notating, responding, talking, recording, making.</p>
Composing, arranging, producing. (3)	<p>Composing music and song with structure, rhythm, texture and harmony in Major and Minor keys. Composing for media using mood and ambient music.</p>	<p>Explore composing styles and scales that match mood while comparing rhythmic composition from different cultures. Use variety of timbre/ instruments to express mood. Study then “magpie” song structure for songwriting.</p>	<p>Understand major/minor and modal uses and variants for songwriting and composition. AN understanding of harmony and the application for composition. Understand media and foley sound and how to apply to visuals. Understand cultural uses of composition.</p>	<p>Use technology to create harmony/ melody for leitmotif/media and visualise the results. Write and record songs With sections then peer assess, the texture and structural influences.</p>	<p>John Williams film music for media. Jack Foley and the methodology of. Composing in major/minor, Mahler, Beethoven, Beatles, Beach Boys.</p>	<p>-Can compose 2 part harmony. -Can create music for media using appropriate mood with explanation why. -Can compose lyrics musically to accompaniment .</p>	<p>Creating and making, Explaining decisions in discussion, presenting final compositions.</p>

Musical Activity	Desired Skills	Approaches to developing skills	Desired knowledge and understanding	Approaches to developing knowledge and understanding	Curricula materials	Assessment criteria	Assessed through...
Improvising (4)	Uses a variety of scales and modes, be able to improvise melody to accompaniment . Demonstrates musical expression and instrument confidence. Improvising with rhythms to accompanying rhythms/poly rhythms. Improvise with voice, varying tone to represent objects and moods.	Exploring improvising in different genres and using scales from digital instruments to listen to/ compare moods and feelings of scales and modes. Using percussive instruments to improvise rhhythms, represent stories with sounds. Improvising rap and poetry to music appropriate to the mood of the music.	Understanding of scales, modes and phrasing. Creating ostinati and melody with conclusion, 'on the fly'. Knowledge of time signature and phrasing and the structure of melody to bar length. Understanding the relationship between rhythmic speaking/ chanting and poetry/time and mathematics.	Listening to, and recreating musical styles and genre with improv (blues, samba, rap, classical). Reading the notes and understanding the relationship to a scale. Exploring the major scale and the effect of modality. Counting bars and understanding the fraction/ division of time (Lambic pentameter).	Ella Fitzgerald singing in the style of Scat, compared with modern rap and the Lambic pentameter. Blues improvising. Major and minor pieces of music and the relationship to modes and improving - Mahler's 5th, Ode to Joy, Frera Jacque.	-Can improvise with appropriate musical phrasing and expression in a number of styles and genres. -Can use major and minor scales appropriately, and understand when to change from one to another. -Can improvise with voice using rap, scat and poetry being aware of tempo and rhythm.	Exploring, performing, recording, creating and making.
Transcribe (5)	Read, write, and re-create music from notation, either standard or created. Use and understand time signatures. Identify detailed texture within music and be able to recreate numerous parts in writing and from written. Can express melody ideas through solfege with major and minor modality.	Every student will engage in the Kodaly method to learn to 'read' from hand sign language and write using Kodaly rhythm. Students will compose music and write accurately for reproduction. Opportunities to read charts for popular music, and orchestral score for ensembles.	An ability to decipher music in many forms for different musical situations. The ability to transfer aural perception into written form, and back to aural presentation. The ability to transfer written knowledge into transferrable computer sequence and language.	A weekly use of Kodaly in singing, assemblies, choirs and the classroom. Technology to be used to develop an understanding of frequency of music through MIDI language. Opportunities to join an orchestra, or band, to develop knowledge appropriate to instrument and genre choice.	Solfege singing and signing repertoire. Classic/great pieces Ode to Joy, Mahlers 5th, Hall of the mountain king transferred into solfege, midi and score.	- Ability to write music in simple forms. - Ability to write dynamic, expressive and inter-related dimensions into a piece of written music. - Ability to sing, read and sign music using solfege hand signs.	Notating, responding, talking, writing, making.

Musical Activity	Desired Skills	Approaches to developing skills	Desired knowledge and understanding	Approaches to developing knowledge and understanding	Curricula materials	Assessment criteria	Assessed through...
<p>Critical Engagement.</p> <p>(Listen, Describe, Identify).</p> <p>(6)</p>	<p>Can use the inter related dimensions to evaluate a piece of music accurately, Can use language to describe the tempo, dynamic and timbre within music. Aurally identify and recognise/respond to, basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.</p>	<p>Listening to ‘the greats’ and their compositions, and speaking about the texture, structure and use of the inter related dimensions. Develop Solfege as a tool for hearing and explaining changes in pitch. Develop Kodaly rhythmic terminology for identifying rhythmic change and patterns. Listen to ideas from others, taking turns as appropriate, e.g. passing around instruments, sharing, listening to others playing/singing/ sharing ideas.</p>	<p>Knowledge of notes, keys and scales and the understanding of harmony and texture - how to break that down into parts. Knowledge of the inter related dimensions and the an ability to listen to, and explain using musical terminology. Critique work of peers using music terminology.</p>	<p>Identifying notes and scales from the sound and mood of the music (major/minor). Playing musical games using solfege, identifying notes and rhythms using Kodaly, pitch and written score/stave. Exploring timbre of instruments in the Orchestra, sectionals and sampling of sounds. Use sequencing to identify and isolate sounds for critical analysis.</p>	<p>Peter and the Wolf/Hall of the Mountain King, sampling and technology loops for creation.</p>	<p>Can identify major/minor scales -Can identify modes from memory -can demonstrate and identify Kodaly rhythms from listening. - Can use correct terminology and inter related dimensions when discussing music.</p>	<p>Writing, responding, talking. Evaluating.</p>
<p>SMSC</p> <p>(7)</p> <p>(Social, moral, spiritual, and cultural)</p>	<p>Enjoy making, playing, changing and combining sounds with others. Confidence when experimenting with different ways of producing sounds with voice, musical instruments, simple music technology, ‘body sounds’. Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement</p>	<p>Singing in groups with an opportunity to sing independently. Discussion about lyrical content and the links with musical moods/modality. Exploring cultural content and comparing with other cultures/opinions.</p>	<p>Understanding of emotions and moods, how they are expressed and positively managed by people. Understanding of appropriate self expression and the importance of awareness of other people.</p>	<p>Discussions about singing and singing spine songs as well as culturally diverse lyrics and music. Knowledge of modality and musical mood, how and when it is used to express and exaggerate emotion. Using mood related language while exploring grouped emotions (sad, angry, spooky minors etc).</p>	<p>Singing spine songs. School core values (monthly), ethos and commandments . Themes (Great as you are, mental health awareness, human rights, current political discussion)</p>	<p>-Be able to express and identify mood in music. -Sing confidently with an awareness of the audience. -Expression of mood through movement to music. - Discussion and awareness of the importance of opinion.</p>	<p>-performance -speaking -responding, discussing.</p>

PROGRESS AND SKILL EXPECTATION

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing and perform. (1)	Take part in a singing ensemble, following the melody. Follow instructions on how and when to sing, or play an instrument.	Take part in singing, accurately following the melody. Make and control long and short sounds, using voices.	Sing from memory with accurate pitch attempting to use an octave. Pronounce words within a song clearly and with rhythmic accuracy. Maintain a simple part within a group.	Pitch singing accurately and independently and apply to rounds while attempting harmony.	Sing a harmony part confidently and accurately. Sustain a melodic ostinato to accompany other vocalists. Perform with controlled breathing and dynamic change.	Sing from memory with confidence while using a 1.5 octave. Perform solos, and as part of a choir. Confidently hold a part within a round, sing harmonies to a counter melody.
Play and perform. (2)	Play a non tuned percussion instrument in a WCET performance	Play and perform a simple piece using varied rhythms and melody, using tuned percussion.	Play a simple melody/ostinato part in an ensemble with rhythmic accuracy, to accompany others.	Play notes on an instrument with care, clarity and awareness of others. Can apply simple dynamics during a predetermined structure.	Play notes, scales, and be able to use expressive technique on the chosen instrument while performing, with dynamic control.	skilful playing with a control of all the musical elements and a sense of virtuosity. Can play from notation, and improvise with simple scales.
Compose, arrange, produce. (3)	Create a sequence of long and short sounds. Clap rhythms using Kodaly patterns to create small pieces from memory.	Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create a soundscape. Create short rhythmic Ostinato using Kodaly.	Compose, record and perform rhythmic pieces. Create repeated patterns with a range of instruments. Arrange a structure, combine and control sounds to create unique textures.	Use everyday sounds, and musical instruments, to create ambience and score for film. Compose to a drone as accompaniment using both Major/ Minor scales. Write songs with structure and dynamic change.	Compose, record and perform rhythmical, and melodic songs. Use digital audio software to create repeated patterns, with a range of instruments. Arrange, combine and control sounds to create an effect. Compose Ostinato in a variety of scales for different purposes.	Sing a harmony part confidently and accurately in both solo and ensemble situations. Sustain a melodic ostinato to accompany singing. Perform with demonstrable control of breathing (voice), and skilful playing and control of an instrument, using the inter-related dimensions.
Improvise. (4)	can create four beat rhythms using Kodaly rhythms - Ta, tete sh.	Can create 'on the fly' 4 beat rhythms using ta, tete, sh, using a call and response with a peer/teacher.	Can improvise rhythm with ta, tete, tika tika, sh in a call/response with a peer. Can improvise simple 4 beat melodies using do-so solfa singing.	Can improvise simple percussive rhythms to accompany music. Can improvise with a pentatonic scale using resting/ phrasing and an understanding of ostinati.	Can improvise repeating percussive rhythms to accompany music. Can improvise with a variety of scales to music using phrases and repetition, demonstrating an understanding of appropriate scale/ modal selection.	Can improvise percussive rhythms to accompany music while demonstrating a clear distinction between song elements (verse/ chorus). Able to take a lead role within a piece of music. Can improvise with a variety of scales to accompany music using phrasing and repetition, while demonstrating intelligent listening and communication with other musicians.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcribe (5)	Use symbols to represent a composition and use them to help with performance. Can write simple rhythms using Kodaly.	Can use Kodaly rhythm symbols to represent, and recreate a non-tuned percussion piece. Can identify and write the duration of beats within a bar. Can sign and sing solfege Major scale.	Can transcribe a short piece using letters/notes and stave. Can sign solfege and replicate staff notes from written.	Recognise and write minim, rest, crotchet and semi breve patterns using stave, and/or kodaly symbols. Notate chord structures for songs. Demonstrate singing and signing of notes with solfege.	Listen and write musical notation or Kodaly symbol patterns containing crochet, minim, breve, semibreve and rest, Understand the sharp and flat symbols. Compose and transcribe a simple piece of music. Repeat solfege patterns aurally.	Read, write, and re-create music from notation, either standard or created. Use and understand time signatures. Identify detailed texture within music and be able to recreate numerous parts in writing and from written. Can express melody ideas through solfege with major and minor modality.
Critical Engagement. (Listen, Describe, Identify). (6)	Attempt to use adjectives to express happy and sad sounds within popular and classic music.	Describe instrument timbre, dynamic changes loud/quiet, and high/low pitch. Understand and express Major, Minor, happy and sad, and use movement to express music.	Evaluate music using appropriate vocabulary to identify and explain pitch, dynamics, tempo/duration, timbre, and melody. Relate dimensions to appropriate vocabulary.	Evaluate music using the interrelated dimensions. Discuss and identify likes and dislikes while using musical terminologies and link appropriate words, to modal changes.	Choose from a range of musical vocabulary to accurately describe and appraise music including: pitch, rounds, dynamics, duration, timbre, texture, lyrics, harmony and melody, with a sense of occasion.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: cultural context, combination of musical elements, cyclic patterns, drones, harmonies, accompaniments. Describe how lyrics often reflect the cultural context of music and have social meaning.
SMSC (7)	Responds to the mood of the music through expressive movement, simple words.	Can associate feelings with music and lyrics, and then use simple language to explain the feelings.	Communicate ideas thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justification of reasons for responses.	Be perceptive to music and communicate personal thoughts and feelings through discussion, movement, sound-based and other creative responses such as visual arts and poetry.	Discuss and evaluate music from different traditions, styles, cultures and times. Respond appropriately to the context and share opinion.	Discuss and evaluate music from different traditions, genres, styles, cultures and times. Respond appropriately to the context and share opinion. Discuss political and cultural application of music, share opinion and show empathy and understanding to others.

CURRICULUM OVERVIEW 2019/2020

The rich and diverse music curriculum we teach at Catton Grove Primary is supported by an enrichment programme that every student accesses on a daily basis. Our singing spine teaches songs to be performed on a weekly basis in assemblies, our after school Orchestra programme is led by Sistema in Norwich. We have school choirs, bands and small group instrument learning for student that wish to specialise in an instrument early in their musical career. We have a strong media team at Catton Grove so students with a leaning towards computing, design and STEM can learn how to design sound for media and Foley.

FOUNDATION STAGE

At CGPS we believe that:

- Pupils at Foundation Stage should actively engage with the core musical activities: composing, performing and listening.
- Music enables them to express their thoughts, ideas and feelings through sound. It gives them rich opportunities to develop their creativity.
- Singing assists in the development of their linguistic skills, while performing with simple instruments begins to develop their manipulative skills.
- Listening and responding to their own and others' music-making are also important musical activities, helping pupils to develop focus and concentration.

Music provision in the Foundation Stage's at Catton Grove is part of everyday life. On a daily basis, children sing while performing tasks while simple Teacher instruction's are presented through pitch. During a typical day at CGPS, students will regularly find themselves playing rhythmical games, experimenting with everyday sounds and memorising lyrics through song. Music is integral in the formative years for learning language, mathematics and listening skills, and is recognised as such in our Foundation Stage planning. Our Foundation stage teachers are supported by our dedicated music education team by means of regular training, input into the curriculum and specialist support for performance and the development of musical skills.

Children in Foundation are exposed to the Kodaly rhythm & pitch method from day one at CGPS. Singing with solfege to identify changes in pitch, and fractionalising time with the

internal division of rhythm is evidenced to statistically improve levels of literacy and mathematics in an early years setting (Beng Huat See, Lindsay Ibbotson, 2018) and key to teaching the building blocks of education.

KEY STAGE 1

At key stage 1, students develop musical skill primarily through the Kodaly method. By reading, writing and expressing music in this way our students grow in musical confidence and understanding while being able to identify, express and discuss the music they are introduced to. Expression and performance is a constant focus and recognised in our planning whilst being supported in our enrichment programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment
Year 1	<p>Singing Learning songs as an ensemble/choir. Learning songs to perform at a Harvest festival celebration. Children will also begin to learn Solfa scale from Do to Sol through simple songs and rhymes.</p> <p>(1) (7)</p>	<p>Singing & Playing in a Nativity performance. Learning melodies and harmonies for Carols and Winter songs. Performing as a choir, reading signals from a conductor. Children will also use percussion to accompany nativity songs with simple rhythms.</p> <p>(1) (2) (5)</p>	<p>Critical Engagement Children will learn about orchestras - how the music sounds, what instruments are used, how it's divided into 'families' and listen to and evaluate some traditional classical music.</p> <p>(2) (6) (7)</p>	<p>Playing & Critical Engagement. Explore different kinds of instruments and how they make their sounds. Try to describe their sounds using adjectives. Children will use their ear to pick out different instruments in well known songs.</p> <p>(2) (6)</p>	<p>Playing, Composing & Improvising. Half term focus on percussion, rhythm and ensemble. Using tuned and non-tuned percussion, children can work in groups to create their own rhythmical composition. There must be a pulse played with written or improvised rhythms/melodies added on top.</p> <p>(4) (2) (3) (7)</p>	<p>Singing, Playing & Composing. Children will focus on ensemble singing and performing. Using all skills acquired prior, they can work as a large ensemble using percussion (tuned & non-tuned), voices and digital instruments to accompany each other performing traditional songs or composing their own work.</p> <p>(2) (3) (1) (7)</p>	<p>Lunchtime Choir. A/S Choir Percussion club.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment
Year 2	<p>Singing & Playing. Children will build on their knowledge of the Solfa scale, learning to sing simple songs in Solfa form. Children will also recap kodaly rhythms (ta, tete, tikatika) and apply them in body percussion. (tapping, clicking, marching, stamping etc).</p> <p>(2) (1) (7)</p>	<p>Singing in a nativity. Learning melodies and rounds for Carols and Winter songs. Performing as a choir, reading signals from a conductor. Children will also use percussion to accompany nativity songs with simple rhythms.</p> <p>(1) (5) (2)</p>	<p>Improvise & Compose. Children will learn to write simple four-beat rhythms using kaodaly rhythm format (ta, tete, tikatika) and perform in an ensemble in the style of a samba band. Children will start to experiment with the idea of improvisation by making up four beat rhythms on the spot to a pulse.</p> <p>(2) (3) (4) (5) (7)</p>	<p>Critical engagement. Exploring music from different parts of the world. Children will listen to and identify key characteristics of different world music as well as learning traditional songs from around the world. Introduction to 'timbre'. How can we describe the sounds of these instruments (Using adjectives)?</p> <p>(1) (2) (6) (5)</p>	<p>Composing & Transcribe. Children will work in groups to compose a short piece of music using tuned and non-tuned percussion and voices. Children must demonstrate transcribe ability by writing out one part of their composition (Using kodaly rhythms or their own method).</p> <p>(3) (5) (6) (7) (2)</p>	<p>Singing, Playing & Composing. Children will focus on ensemble singing and performing. Using all skills acquired prior, they can work as a large ensemble using percussion (tuned & non-tuned), voices and digital instruments to accompany each other performing traditional songs or composing their own work.</p> <p>(2) (3) (1) (7)</p>	<p>Lunchtime Choir. A/S Choir Percussion club..</p>

KEY STAGE 2

At key stage 2, music becomes a core subject and is taught by our music lead, Mr. Copley. The students develop strong skills for musical language, singing, instrumental and performing skills while learning formal and informal musical etiquette. In addition, students learn to program and edit music by accessing industry standard software used in production and sound design. Our music curriculum at KS2 has a cross curricula focus, and supports learning languages (Latin, Spanish, German, Danish), Mathematics and social, moral, cultural and spiritual ability. Our music department works closely with our EAL department to support the high amount of student we have at CGPS that need additional language support.

Each term, performance is a big occasion and celebrated externally with partners such as the Young Norfolk Arts Festival. Students at CGPS experience the process of high quality performance, from preparation to stage management, production to costume design. A key focus of our music department is the opportunity to compose and improvise music. We recognise the importance of these higher order musical skills and therefore provide the opportunity for students to exceed and excel all expectations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment
Year 3	<p>Playing, Composing Kodaly method with singing. Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>(2) (3) (4)</p>	<p>Singing in a choir. Learning melodies and harmonies for Carols and Winter songs. Performing as a choir, reading signals from a conductor.</p> <p>(1) (5)</p>	<p>Improvise using instruments. Explore genre while using major/minor scales to improvise in the 'style of'. Create polyrhythms using digital instruments and record the findings. Improvising melodies in a variety of genre. Understanding expression, phrasing, ostinati and employing technique when using major and minor scales.</p> <p>(2) (4) (6) (7)</p>	<p>Playing, Transcribe. Reading score and playing on a piano. Learning to read and play notes with expression. Developing the use of arpeggios on a piano.</p> <p>(2) (6) (5)</p>	<p>Critical engagement Listen, create and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>(6) (3) (7)</p>	<p>Composing harmony with score and recording themes for media. Songwriting skills, performing songs to peers.</p> <p>(3) (1) (7)</p>	A/S Choir. Orchestra.
Curriculum links.	Computing - We are samplers.	Languages - Polish, Romanian.	Computing - Sound Design.				
Year 4	<p>Playing, Composing Kodaly method. Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>(2) (3) (4)</p>	<p>Singing in a choir. Learning melodies and harmonies for Carols and Winter songs. Performing as a choir, reading signals from a conductor.</p> <p>(1) (5)</p>	<p>Improvise using instruments. Explore genre while using major/minor scales to improvise in the 'style of'. Create polyrhythms using digital instruments and record the findings. Improvising melodies in a variety of genre. Understanding expression, phrasing, ostinati and employing technique when using major and minor scales.</p> <p>(2) (4) (6) (7)</p>	<p>Playing, Transcribe. Reading and writing score while playing on a piano. Learning to read and play notes with expression. Developing the use of arpeggios on a piano.</p> <p>(2) (6) (5)</p>	<p>Critical engagement Listen, create and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>(6) (3) (7)</p>	<p>Composing harmony with score and recording themes for media. Songwriting skills, performing songs to peers.</p> <p>(3) (1) (7)</p>	Guitar club. Piano club. A/S Choir. Orchestra.
Curriculum links.	Computing - We are samplers.	Languages - Polish, Romanian.	Computing - Sound Design.	Computing - recording and editing.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment
Year 5	<p>Composition. Understand and appraise music using the inter related dimensions of music. Learning to take apart a piece of music while explaining (and composing) the texture's, individually with expression. Using sampling technology to experiment with texture.</p> <p>(3) (5) (6) (7)</p>	<p>Singing as a choir. Learning melody and harmony in both solo and ensemble scenarios. Perform Carols and Winter songs to an audience.</p> <p>(1) (5)</p>	<p>Playing. Learning to perform as an ensemble while exploring timbre and texture of everyday sound. Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple every day sounds.</p> <p>(2) (4) (6) (7)</p>	<p>Transcribe. Reading score and playing on a piano. Learning to read and play notes with expression. Developing the use of arpeggios on a piano.</p> <p>(1) (2) (6) (5)</p>	<p>Improvise using scales and modes relevant to a variety of genres. Choose and focus on particular pieces for live and recorded performance. Learn and demonstrate the ability to discuss music with knowledge.</p> <p>(4) (6) (7)</p>	<p>Composing and songwriting. Creating original pieces while learning to write the music for reference. Study songwriting structure and the relationship between chord and melody.</p> <p>(1) (3) (5) (6)</p>	<p>Guitar club. Piano club. Choir. Tech club. Orchestra.</p>
Curriculum links.	Computing -We are samplers	Languages - Latin, Danish.		Computing - recording and editing.	Computing - Solving problems with formulae.		
Year 6	<p>Compose, Production. Understand and appraise music using the inter related dimensions of music. Learning to take apart a piece of music while explaining (and composing) the texture's, individually with expression.</p> <p>(3) (5) (6) (7)</p>	<p>Singing. Perform as a choir. Learning melody and harmony in both solo and ensemble scenarios. Perform Carols and Winter songs to an audience. Sing in a variety of languages.</p> <p>(1) (5)</p>	<p>Playing. Learning to perform as an ensemble while exploring timbre and texture of everyday sound. Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple every day sounds.</p> <p>(2) (4) (6) (7)</p>	<p>Transcribe. Reading score and playing on a piano. Learning to read and play notes with expression. Developing the use of arpeggios on a piano. Recording music and layering texture.</p> <p>(1) (2) (6) (5)</p>	<p>Improvise. Use scales and modes relevant to a variety of genres. Choose and focus on particular pieces for live and recorded performance. Learn and demonstrate the ability to discuss music with knowledge.</p> <p>(4) (6) (7)</p>	<p>Composition and songwriting. Creating original pieces while learning to write the music for reference. Study songwriting structure and the relationship between chord and melody.</p> <p>(1) (3) (5) (6)</p>	<p>Guitar club. Piano club. Choir. Orchestra. Media design.</p>
Curriculum links.	Computing - we are producers	Languages - Latin, Danish.		Computing - recording and editing.	Computing - Solving problems with formulae.		
Whole school enrichment	Singing Spine assemblies/ performance	Singing Spine assemblies/ performance	Singing Spine assemblies/ performance	Singing Spine assemblies/ performance	Singing Spine assemblies/ performance	Singing Spine assemblies/ performance	

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