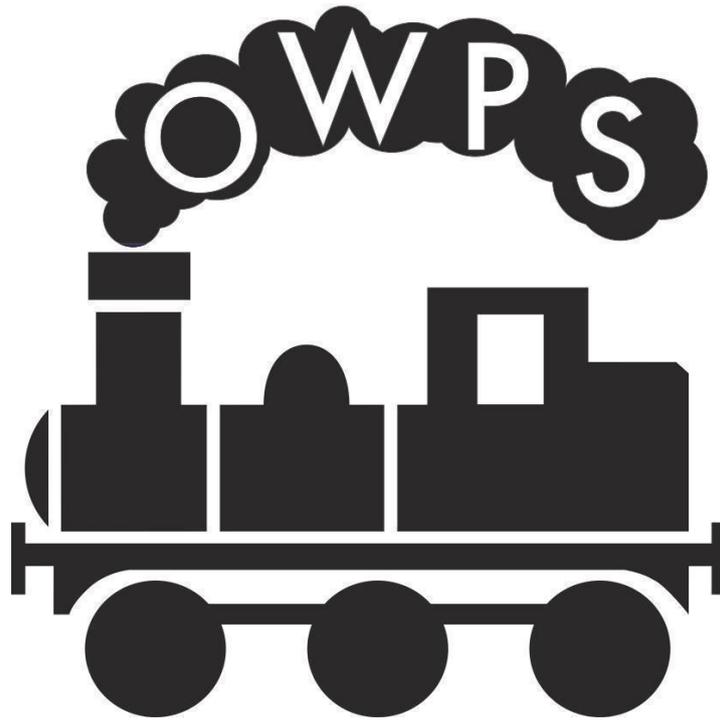


# Orton Wistow Primary School



## What does Music look like?

At Orton Wistow Primary School, we provide children with a varied and wide-ranging musical experience, both in and outside of curriculum Music lessons. Children will learn to:

- Listen to and appraise music from a range of styles, genres and eras, commenting on the musical features and their personal response.
- Perform confidently and musically to an audience for a range of different purposes.
- Compose their own music in response to a given stimulus or framework, based on their learning within a unit of work.

This document will outline how Music is taught across our school.

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September 2022

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## Curriculum Overview

Below are the units of work for each year group, which are either taught using the Charanga scheme of work, or as Whole Class Instrumental Teaching (WCIT).

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Charanga – Hey You! (Hip Hop)	Charanga – In the Groove (range of styles)	Charanga – Your Imagination
<b>Year 2</b>	Charanga – Hands, Feet, Heart (South African music)	Charanga – I Wanna Play in a Band (Rock)	Charanga – Friendship Song
<b>Year 3</b>	Charanga – Let Your Spirit Fly (RnB)	WCIT - Ocarinas	Charanga – Bringing Us Together (Disco)
<b>Year 4</b>	Charanga – Mamma Mia (pop)	Charanga – Stop! (Rap/Grime)	Charanga – Blackbird (The Beatles)
<b>Year 5</b>	Charanga – Livin' on a Prayer (Rock)	WCIT – Peterborough Music Hub	Charanga – Dancin' in the Street (Motown)
<b>Year 6</b>	Charanga – Happy (Pop)	Charanga – A New Year Carol (Folk)	Charanga – Music and Me (Contemporary)

In the Foundation Stage, Music is taught as part of Expressive Arts and Design, one of the specific areas of learning and development in the EYFS framework. Examples of how Music is covered:

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Sing hello song at beginning of session when part time.</li> <li>• Sing a range of nursery rhymes</li> <li>• Learn songs for Christmas nativity (Celebrations topic)</li> <li>• Explore music area and investigate instruments during free flow play times.</li> <li>• Sing songs, use instruments to enhance FS plans and PoR texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about pulse (beat) and rhythm using puppets.</li> <li>• Use instruments during guided activities thinking about the weather.</li> <li>• Investigate instruments during small group times following on from beat clapping.</li> <li>• Add instruments to enhance singing times.</li> </ul>	<ul style="list-style-type: none"> <li>• Make instruments using recycling materials.</li> <li>• Body percussion (also part of phase 1 phonics)</li> <li>• Instruments are available during free flow play as part of continuous provision</li> </ul>

## How We Teach Music

### Charanga

Most of our curriculum Music is taught through the Charanga scheme of work in Years 1-6. Each unit is centred around one focus song and has six steps of learning.

Step 1	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"><li>● Listen to the song.</li><li>● Explain whether you like or dislike it and why.</li><li>● Use musical language to describe what you can hear.</li><li>● What is the style of the music?</li><li>● How is the song put together?</li><li>● Learn about the historical and musical context of the song.</li></ul> <p>These skills are embedded in the following steps as we listen to a similar song at the start of each step.</p>
Step 2	<p><u>Learn to Sing the Song</u></p> <p>This may involve part singing further up the school.</p>
Step 3	<p><u>Play Your Instruments</u></p> <p>Learn an instrumental part to accompany the song. Year 1 and 2 will use Glockenspiels, Years 3-6 may also use Ocarinas.</p> <p>Some songs have easier and more difficult parts to learn.</p>
Step 4	<p><u>Improvise With the Song</u></p> <p>Children will use their instruments to improvise along with the song. This begins with simple call and response (echoing the track) and progresses into children creating their own simple rhythms, using between 1 and 3 notes on their instruments. This can be done as a group or individually.</p>
Step 5	<p><u>Compose With the Song</u></p> <p>Using their ideas from the improvisation step, children compose their own short pieces of music inspired by the focus song. This can be completed as a whole-class activity, or, further up the school, in small groups, then performed to the class.</p>
Step 6	<p><u>Perform the Song</u></p> <p>Throughout the unit, the children have been preparing for this final performance of the song, to showcase their achievements to other children in school. This may take place during a singing assembly. The performance can be arranged so that some children also showcase what they have composed on their instruments.</p>

### Instruments

The National Curriculum stipulates that every child should have the opportunity to learn an instrument at primary school. In EYFS and KS1, children will explore classroom percussion instruments, such as tambourines, drums and glockenspiels. In Years 3 and 5, children will receive a term of Whole Class Instrumental Teaching (WCIT). Years 3 will learn the Ocarina with their class teacher. Year 5 will have the opportunity for specialist lessons on the Ukulele.

### Assemblies

Assemblies are a useful tool to further children's musical learning. During weekly Singing Assemblies, children enhance their vocal technique and discuss the musical features of the songs they are singing. All assemblies will have a piece of music playing as children enter the room, giving them the opportunity to further their knowledge of the musical canon and exposing them to a wider range of genres from throughout the ages. Finally, class assemblies and productions are an additional opportunity for children to showcase their musical talent and performance skills.

### BBC Ten Pieces

Each term, children will spend an afternoon exploring a piece of music from the BBC Ten Pieces website, widening their knowledge of Classical music. This will involve exploring their personal response to the music, discussing the musical features, and sometimes a composition activity around this. The coverage is as follows and, where possible, contains cross-curricular links to content being studied in other subjects. This selection is designed to expose children to some of the 'great' Classical composers as well as including some of those traditionally marginalised, such as women and people of colour.

Year group	Autumn Term	Spring Term	Summer Term
FS	No Place Like - Kerry Andrew	Winter - Vivaldi	Hoe Down - Copland
1	The Nutcracker - Tchaikovsky	Trumpet Concerto - Haydn	Doctor Who Theme - Delia Derbyshire
2	Night Ferry - Anna Clyne	Habanera/Toreadors - Bizet	Hungarian Dance no. 5 - Brahms
3	Toccatina and Fugue - Bach	The Little Train of the Caipira - Heitor Villa-Lobos	Night on a Bare Mountain - Mussorgsky
4	Firebird - Stravinsky	Symphony no. 5 - Beethoven	Symphony - Ravi Shankar
5	Ride of the Valkyries - Wagner	Symphony no. 1 - Florence Price	Mars - Holst
6	Zadok the Priest - Handel	Overture - Grazyna Bacewicz	Rhapsody in Blue - Gershwin

## Support and Challenge

In every class, there is a huge range in musical experience and ability, so supporting and challenging those pupils who need it is especially important in our Music lessons.

### Support (including for SEND pupils)

In Music, providing opportunities for repeated practice is vital to aid muscle memory and result in automaticity. Timetabling lessons so that Music happens little and often rather in one large block will aid all children, but especially those who require extra support. Other strategies that can be used to support children with SEND include:

- Pre-teaching of content, including vocabulary or showing children how to play a particular instrument, giving them an opportunity to practise before the lesson.
- For children with sensory issues, consider the size of groups and allow opportunities for small group work, use of a separate area or ear defenders if necessary.
- Provide visual aids to support with vocabulary and instrument names. Recap key vocabulary on a regular basis.
- Breaking content down into smaller steps or reducing the number of notes required if working with instruments.
- Use of modelling, demonstrating and imitating from a teacher or confident peer.

### Challenge

All teachers are aware of those children in their class who have music lessons outside of school and provide opportunities for them to use their additional knowledge or skills in lessons. This may involve a child modelling good technique to the rest of the class, being used as a peer coach, being given a leadership role within group work, or bringing in their own instrument from home to use as part of the composition or improvisation sessions.

## Assessment

Like other subjects, assessment for Music takes place on Insight, where teachers will use the statements provided to ascertain whether children are working at, above or below the expected standard.

Each Charanga unit provides opportunities to assess the statements – linked to the National Curriculum and the Model Music Curriculum – throughout the teaching. Each unit (including WCIT) will also work towards a performance at the end, where the teacher can monitor pupils' achievements and confidence in each area.

To support their assessment, teachers can access the Progression Document, which outlines the expectations for each year group.

## Extra-Curricular Activities

At Orton Wistow, we recognise the importance of giving children the opportunity to shine in Music, and we recognise that for some children, this will happen outside of classroom lessons. We have a busy extra-curricular programme for Music, run both internally and by external providers, and we aim to allow every child an opportunity to showcase their talents and achievements during their time at the school.

A large number of children take part in Rocksteady lessons at school, and perform to children and parents three times a year. We also offer the children the opportunity to have piano lessons in school, and to perform at the Piano Party in the summer.

Every child who wants to will have the opportunity to participate in an instrumental or vocal club at some point in the year – such as Choir, Ukulele Club or Glockenspiel Club. We aim to provide performance opportunities each year for children in and out of school, such as concerts, the Summer Fayre, and Young Voices.