

Music



Curriculum Booklet

Music Intent

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

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

Across the wider curriculum, music forms a vital role in aiding learning and retention of knowledge. From rhymes and songs in Early Years, to learning songs in French in Key Stage Two, the use of music is integral to a wide range of learning opportunities. Our music teaching reflects the national curriculum and ensures our children can:

- perform, listen to and evaluate a range of music including live performances.
- learn to sing and use their voices in solo and ensemble contexts
- experiment with, create, select and combine sounds
- understand how music is created, produced and communicated
- develop their skill and understanding of the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

We focus on understanding music through; listening and appraising, singing and playing and improvising and composing.

Music Implementation

At Tanners Brook we aspire to provide our children with an exciting and varied music curriculum. Music is taught using Sing-Up across the school to ensure our children get the highest quality learning experience so that they can achieve their personal best as musicians, whilst fulfilling the coverage required by the National Curriculum.

Music starts in the Early Years where it interweaves through all areas of learning and development. It is a way for our youngest children to communicate, respond and explore. Our children are given rich and exciting opportunities to sing, make music and respond to music within their learning environments both indoors and outdoors. They also have teacher led sessions using our Sing Up curriculum. These foundations of musical learning help our children to reach the Early Learning Goal of Being Imaginative and Expressive, under the area of learning Expressive Arts and Design.

Reaching these goals can be demonstrated in many learning opportunities but it is likely to see:

- Children listening, moving and talking about music from different genres and cultures
- Singing and performing in their play and within their learning
- Access to a range of musical instruments
- The growing repertoire of nursery rhymes and familiar songs, weaved throughout the day
- Children listening to and joining in with stories and poems that have repetitive refrains
- Teacher led sessions following our Sing Up curriculum.

This learning supports our young children on their musical journey as they move to the National Curriculum in KS1 and into KS2. Our long-term planning ensures that the National Curriculum is covered and revisited throughout the children's learning journey. There is a clear progression of knowledge and skills taught throughout the Music curriculum.

Across the school, music is focused on allowing children to build on 3 musical concepts; listening and appraising, singing and playing and improvising and composing. Children progress through these skills as they move up through the school, always building on their prior knowledge. Within each of these skills children will also learn how music is created by learning about; timbre, pitch, dynamics, structure, duration, tempo, texture and notation.

Music units are taught weekly with extra sessions through singing assemblies and wider curriculum-based songs and singing. Music lessons follow a wide range of topics from different cultures, times and genres, giving our learners a broad range of experiences and a better opportunity to fall in love with music, not only as a subject but also as a lifelong interest. Lessons are taught to the whole class and include

scaffolded activities to ensure that our teaching is inclusive for all. Children will often work in groups or pairs, which allows children to learn how to communicate effectively and co-operate with their peers. It also allows for those who are more musically gifted to demonstrate their talents and inspire others.

At Tanners Brook, we recognise that there are many benefits to learning a musical instrument, these include; developing patience and discipline, cultivating creativity and building confidence. Throughout their time in lower Key Stage Two, children are given expert tuition through the teachers at Southampton Music Hub who teach children to play a musical instrument. We have decided that our children will learn the ukulele, honing and mastering their skills on one instrument. They start this tuition at the end of Year 3 and completing it in Year 4. We also have further musical opportunities such as our school choir, live performances and opera sessions in Year Five through the charity Primary Robins.

We place great importance on ensuring the children are continually reminded of what they have already learnt and how this relates to any new learning. We follow a Tanners Brook lesson structure to support this, starting every session with 'rapid recall' to assess and support the children's recall about what they have already learnt. The knowledge organiser for the unit of work is then shared and the learning objective is explained to the children with a focus on explaining any key vocabulary.

Children will be encouraged to demonstrate what they have learnt during their independent practice. This could be in the form of a performance, forming notation or singing. At the end of the lesson children will be given a rapid review task to show what they have learnt.

Some children with SEND might find accessing the Music curriculum difficult. Their barriers may include:

- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Difficulties with retaining new information
- Hearing or sight loss, impairing their ability to access music and/or musical instruments
- Sensory needs that make loud noises difficult

At Tanners Brook we will support all our children to reduce these barriers through:

- Pre-teaching
- Clear vocabulary teaching, using dual-coding to support learning
- Clear modelling of tasks with examples
- Minimising distractions in the classroom

- Designing tasks into manageable chunks that are repeated
- Finding other ways for the children to record their learning beyond writing/formal notation, for example using blob notation
- Incorporate practical resources to support understanding
- Following a clear lesson structure in all lessons

Whole School Provision Map 2024-25

	Autumn 1 Snap	Autumn 2	Spring 1 Snap	Spring 2	Summer 1	Summer 2 Snap
EY	I've got a grumpy face.	Five fine bumble bees	Slap, clap, clap	Row, row, row your boat	Witch, witch	Bow, bow, bow Belinda
1	Menu Song	Colonel Hathi's March Magical musical aquarium	Football	'Dawm' from Sea interludes Musical conversations	Dancing and drawing to Nautilus Cat and mouse	Come dance with me
2	Tony Chestnut	Carnival of the animals Composing music inspired by birdsong	Grandma rap	Orawa Trains	Swing-a-long with Shostakovich Charlie Chaplin	Tanczymy labada
3	I've been to Harlem	Nao chariya de/Mingulay boat song Sound symmetry	Latin dance (classroom percussion)	Ukulele – Southampton Music Services	Ukulele – Southampton Music Services	Ukulele – Southampton Music Services
4	Ukulele – Southampton Music Services	Ukulele – Southampton Music Services	Ukulele – Southampton Music Services	Fanfare for the common man Spain	Global pentatonics The horse in motion	Favourite song (classroom percussion)
5	What shall we do with the drunken soldier?	Why we sing Introduction to song writing	Madina tun nabi	Building a groove Epoca	Balinese gamelan Composing in ternary form	Kisne banaaya
6	Hey, My Miller	Shadows Composing for protest!	Dona nobis pacem	You to me are everything Twinkle variations	Race! Exploring identity through song	Ame sau vala tara bal

Music Impact

Our music curriculum is designed to ensure that children develop the musical key skills and knowledge they need to make music a meaningful part of their lives. Music lessons have been carefully planned to ensure they are well sequenced to provide a good progression of skills and knowledge. It is important to us that children develop a love of music and are exposed to many different genres of music from across different times. Music at Tanners Brook allows those that are passionate to flourish, and this is something we are determined to encourage.

The quality and impact of our geography curriculum is measured across the school through subject learning walks, monitoring, discussions about the work in big books and individual books in KS2 ('book looks') and conversations with children.

Upon leaving Tanners Brook Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their musical learning journey.

Pupils have positive attitudes towards Music and are able to articulate what they have learned. Our pupils say;

- My favourite topic has been opera, especially singing Bare Necessities. Yr5
- I like learning how to read music and listening to the notes. Yr4
- I enjoying playing all the different instruments. Yr1
- We've learnt so many songs and we sing all the time. Yr2
- Learning the ukulele is challenging me but it is an instrument I see others play and I want to learn it too. Yr3
- We start the day singing! EYFS
- Music is one of my favourites because I can show something I am good at. Yr2
- I know we are going to use our singing work and Opera sessions to create an end of year show that we will all love. Yr6

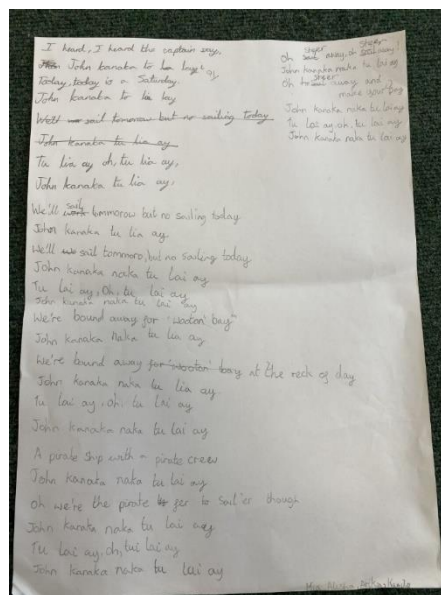
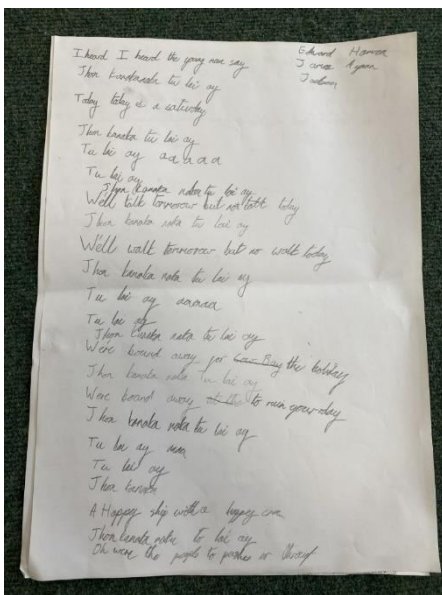


Year Five in an opera session with Mr Gibson from Primary Robins.

Year One collaborating in their music session.



Song writing in Year Six.



Year Two working in small groups to play instruments to a song.