

Coteford Junior School Progression in Music

Essential characteristics of Musicians

- A wide repertoire, which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including rapidly developing levels of technical expertise.
- Growing awareness and appreciation of different musical traditions and genres.
- A growing understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

- The ability to give precise explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

- Increasing self-confidence in their work, creativity and sense of achievement.

Range of Coverage

Y3-6

Sing Up Units Overview

https://www.singup.org/fileadmin/user_upload/Music_Teaching/Sing_Up_Music_resources/V2_Overviews/June_2023/SUM_Units_overview_1-yr_cycle_June-2023_.pdf

At a glance Unit Titles

https://www.singup.org/fileadmin/user_upload/Music_Teaching/Sing_Up_Music_resources/V2_Overviews/June_2023/SUM_Units_at_a_glance_1-yr_cycle_June-2023_.pdf

Curriculum Mapping

https://www.singup.org/fileadmin/user_upload/Music_Teaching/Sing_Up_Music_resources/V2_Overviews/June_2023/SUM_Curriculum_mapping_June-2023_.pdf

CAS work on Sing Up Reception/KS1 units of work and <https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/developing-musicianship>

Year-on-year, the co-ordinator monitors progression through the scheme so that coverage is as complete as possible.

Breadth of Study:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use their voices expressively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the stave and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.

Intent

Coteford Junior School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music. It offers opportunities for collaboration and co-operation but is subject in its own right as well as enriching other curriculum areas. Music is a way for all children to communicate ideas and feelings and contributes to the development of the whole child. We apply our principles of inclusion to ensure all children have equal opportunities to succeed in Music. We understand that Music can be fun, enriching and rewarding and that everyone will have their own tastes and preferences.

Implementation

Timetabled Music lessons are allocated an hour per week and delivered through the new Sing Up Music Curriculum (SUM).

There are five elements per term:

- Sing
- Listen
- Compose
- Musicianship
- Play

This supports our non-specialist staff to deliver the 2014 National Curriculum and 2021 Model Music Curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

We deliver a term of WCET on Recorder for Year 3 pupils using Charanga First Recorder World, substituting two spring term SUM units. Children have a personal log-in to access the programme at home between lessons. Those who show particular ability and commitment are invited to Recorder Club in the summer term with the Music co-ordinator to build on their enjoyment and learning.

Throughout Coteford Junior School, children will have the opportunity to work individually and collaboratively in groups and whole class settings when composing, performing listening and appraising. We develop breadth in musical listening by using Charanga's Listening Bank.

Cross-curricular links are made to enhance learning in other subjects and include opportunities in curriculum theme weeks.

Children participate in singing practice and assemblies in addition to singing during class music lessons. Links with Coteford Infant School, Haydon and Northwood Secondary schools, enable visits by pupils to watch productions and concerts. This is a vital part of both the KS1-2 and KS2-3 transfer processes.

Children are encouraged to pursue their musical interests and talents and have the opportunity to receive specialised instrumental tuition from peripatetic staff from the Hillingdon Music Hub and Rock School. The Resources Manager (Mrs Selfe) keeps a record of pupils receiving tuition and liaises with the Music Hub and Rock School teachers.

Enrichment Days, concerts and assemblies support and enhance the music curriculum of the school.

Tuned and un-tuned percussion instruments are stored in the laundry room. Music lessons take place in classrooms.

Impact

We provide continuity and progression by following the SUM scheme of work, which includes their termly progression snapshots.

This offers opportunities to experience personal satisfaction and build self-esteem from participating in musical performances and develop dexterous fine motor skills.

Children are taught to use musical language when discussing their compositions, recordings and live performances of music.

Record keeping includes:

- SUM proformas adapted for our assessment requirements for Foundation subjects
- Recording performances and steps in learning on a dedicated itsLearning page
- Field notes/observations by teachers
- Pupils' self-evaluation of their work

Teachers will also:

- Talk to and question pupils to assess understanding
- Discuss pupils' work with them
- Consider performances and responses against the learning objectives