

Music at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics



Accessing our local
area and all it offers



The Power of Word



We began our music lesson by listening to the song "Hands, Feet, Heart." (T) asked the children to respond to the music. Have a look at some of their responses.



"I hear piano."



"I felt calm in the tiny bits where it went low."



"Happy"



"It made me feel like jiggling around."



How is Learning Across Our School Sequenced?



Abingdon Primary School/Stockport Music Overview

	Reception	YEAR 1/2(A)	YEAR 1/2B	YEAR 3/4 (A)	YEAR 3/4 (B)	YEAR 5/6(A)	YEAR 5/6(B) ▾
Autumn 1	Finding your voice and Rhythm and composition R red / yellow cat / monkey	Rhythm and composition A Storytime cat / monkey / rest	Rhythm and composition B Sequences cat / monkey / rest / cow	Rhythm and composition 1 Binary AB cat / monkey / rest / cow / armadillo	Rhythm and composition 2 Ternary ABA cat / monkey / rest / cow / armadillo / elephant	Rhythm and composition 3 Rondo ABACA cat / monkey / rest / cow / armadillo / elephant / anteater	Rhythm and composition 4 Song Writing – The Blues cat / monkey / rest / cow / armadillo / elephant / anteater / semibreve
Autumn 2	Ensemble singing and performance						
Spring 1	Exploring and Performing R	Playing and Performing A	Playing and Performing B	Playing and Performing instruments 1	Playing and Performing instruments 2	Playing and Performing instruments 3	Playing and Performing instruments 4
Spring 2				Ensemble singing and performance with instruments	Ensemble singing and performance with instruments	Ensemble singing and performance with instruments	Ensemble singing and performance with instruments
Summer 1	Inter-related dimensions of music R The World Around Us	Inter-related dimensions of music A Sounds Interesting	Inter-related dimensions of music B Selecting & Combining Sounds	Inter-related dimensions of music 1 Graphic Notation	Inter-related dimensions of music 2 Programme Music	Inter-related dimensions of music 3 Word Rhythms	Inter-related dimensions of music 4 A Night on the Bare Mountain
Summer 2	Musical appreciation and singing (ensemble, solo, duet and small group performance)						

The scheme of music is written as 3 complete units of 6-7 lessons (Autumn 1, Spring 1 and Summer 1) which have detailed lesson plans and resources. The remaining 2-3

Vocabulary Progression

Think and Talk like a Musician

Up the stairs to progress, down the stairs to remember!



Reception

Red/ yellow/ cat/monkey
 Volume (dynamics)
 Loud/quiet
 Start/stop
 High/low (pitch)
 Long/short (duration)
 Tap, shake, scrape
 Conduct/conductor

Year 1 and 2

Rhythm (cat/ monkey/ rest)
 Beat
 Pulse
 Fast / slow – tempo
 Loud/ quiet - forte/ piano
 Start/ stop
 high/ low – pitch
 Timbre
 Texture
 Structure
 Ostinato
 Soundscape
 Compose / composition
 Binary Form AB
 Improvise
 Compose / composition
 Melody scale stave
 Glockenspiel, Beater

Year 3 and 4

Rhythm tags (cow, monkey, cow, armadillo, elephant rest)
 Pace
 Pulse
 Tempo
 Structure
 Binary (AB) Ternary (ABA)
 Note/ notation evaluate
 Compose/ composer / composition
 Perform / performance/ performer
 Instrument names of common untuned percussion (woodblock, tambour, drum, tambourine, triangle, guiro, shaker etc.)
 Glockenspiel, chime bar, xylophone
 Orchestra Conductor/conduct
 Orchestral instruments e.g. violin
 Programme music
 Dynamics
 Piano / Forte
 Crescendo /Diminuendo
 Allegro / Largo
 Improvise / improvising / improvisation
 Graphic notation

Year 5 & 6

Rhythm / Rhythm tags (cow, monkey, cow, armadillo, elephant, anteater rest)
 Pace Pulse Texture
 Timbre Tonality Rhythm
 Tempo Structure Ostinato
 Minimalism Melody Lyrics
 Pitch forte mezzo-forte
 Compose/composing
 Notes C, F,G, Eb, F#
 Semibreve
 Sharp and flat notes
 Improvising / composing
 Chords/chord sequence
 Triads Blues scale
 Binary (AB) Ternary (ABA) Rondo (ABACADAEA)
 Refrain / episode
 Note/ notation
 Drone Moderato Evaluate
 Allegro Tempo Adagio

This links to The Power of Word – understanding the power that vocabulary can have.

How are knowledge and skills built on through school?

NC Progression grids are part of the Stockport scheme to track the progress of each element of the music curriculum. This is an example.

Name: _____



Music National Curriculum Tracking Grid – KS2

Key Skills	Year 3	Year 4	Year 5	Year 6
Rhythm work				Learn the correct names for all note values from a semiquaver to a semibreve. If confident add compound rhythms, see below.
Sol-fa work <small>Not compulsory but best practice</small>	Soh me lah doh re	Soh me lah doh re doh'	Soh me lah doh re doh' te	Soh me lah doh re doh' te fah
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play in class ensemble using tuned and untuned percussion Sing regularly working on dynamic contrasts	Play in class ensemble with a sense of what's going on in the whole group Sing contrasting styles of songs using different tempi and dynamics	Play in ensemble with increased leadership skills and sense of what's going on in the whole group Perform/sing a solo Sing echo and part songs	Perform/sing a solo with increased confidence and control Sing in parts, 2 & 3 part rounds Make all performances as expressive as possible
MMC	Sing a widening range of unison songs doh – soh Perform as a choir in assembly Develop ability in playing tuned	Sing rounds or partner songs in different time signatures. Sing repertoire with small and large leaps and introduce a simple second part	Sing a broad range of songs with a sense of ensemble and performance Sing three part rounds	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir Sing three and four part rounds








	percussion or a melodic instrument *	Develop facility in the basic skills of a selected instrument over a sustained period*	Understand how triads are formed and play them. Perform simple chordal accompaniments to familiar songs	Engage with others through ensemble playing
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise using all known rhythm tags Compose a piece in binary form AB	Improvise using all known rhythm tags Compose a piece in ternary form ABA	Improvise and then develop a composition from this. Be aware of different textures and timbres	Create a composition from a given or chosen stimulus that shows understanding of the inter-related dimensions of music
MMC	Become more skilled at improvising, inventing "on the spot" responses Structure musical ideas. Compose in response to different stimuli and sources Compose song accompaniments on untuned percussion	Improvise on the instrument you are now learning. (It assumes you are doing wider opps in this year group) Make compositional decisions about the structure of improvisations Explore developing knowledge of musical components by composing music to create a specific mood	Improvise freely over a drone, using tuned percussion over melodic instruments Improvise over a groove, responding to the beat Compose melodies made from pairs of phrases in either C major or A minor Compose a ternary piece	Extend improvisation skills to create music with multiple sections Use chord changes in improvisation Compose 8 or 16 beat melodic phrases using a pentatonic melody* Compose melodies in G major or E minor Compose a ternary piece using available music software

Rhythm and Composition
Unit 3 Rondo composition








<p><u>Substantive Knowledge (First Order Concepts)</u> Identify the different value of notes. Count and measure rhythm and pace. Recognise different tempo, structure and texture.</p>	<p><u>Disciplinary Knowledge (Second Order Concepts)</u> How we keep pace and tempo, change dynamics and pitch to create different sounds and effects.</p>	
<p><u>Class Resources</u> <i>(It is worth every class having their own dedicated set of resources - to be stored in class music box)</i></p>	<ul style="list-style-type: none"> ● Rhythm flash cards (cat, monkey etc.) ● Rhythm pattern flash cards ● Instrument flash cards ● Interrelated dimensions of music - Glossary of terms (dynamics, pitch, timbre, tempo etc.) ● Music star cards (for classroom management – hand to focus pupil/ group to guarantee a performance in that lesson) 	
<p><u>Golden Threads:</u> These will be revisited constantly across all taught music sessions and most lessons will directly refer to at least 2 of these skills.</p>	<p><u>Music skills:</u></p> <ul style="list-style-type: none"> ● Rhythm ● Performance ● Composition ● Musical appreciation 	<p><u>Music Concepts:</u></p> <ul style="list-style-type: none"> ● Dynamics (volume) ● Tempo (speed) ● Pitch (high and low) ● Duration (note values long or short) ● Structure (introduction, chorus, bridge) ● Texture (orchestral, duet, solo etc.)

Medium
term
plans -
example

Prior learning is shown in the progression grids and the class floor books from previous years. Discussions are had at the start of each new unit to ensure that the learning starts where necessary. Staff can go back to any relevant gaps in their classes learning and have time to do so due so if necessary due to the number of weeks allocated across the term. The rhythm cards also support previous learning through dual coded images (see progression)

			
Cat Crotchet	Monkey 2 Quavers	Rest	Cow Minim (2 beats)
			<small>Using a steady pulse in 4/4 time, teach the rhythm tags in order, starting with Cat (1 beat), Monkey (2 notes in the beat, e.g. each note is worth half a beat, armadillo a quarter etc.), Cow is worth 2 beats and is taught as an elongated word.</small>
Armadillo 4 Semi-quavers	Elephant 2 semi-quavers, 1 quaver	Anteater 1 quaver, 2 semi-quavers	



			
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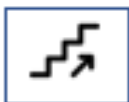
We use rhythm cards across the whole school to support the children's acquisition of musical notation and inter related dimensions of music



What I already know that will help me:

Words

Orchestra
Conductor
Orchestral instruments e.g. violin
Piano / Forte
Allegro / Largo
Improvise / improvising / improvisation
Compose/composing/composition



Word components and phonic knowledge

Piano / Forte -ay
Crescendo - silent c
Orchestra – c not ch

New vocabulary for this study – words specific for History

Know Link analyse

Use and apply in a sentence

Dynamics

Dynamics means how quietly or loudly a piece of music should be played



I can hear that dynamics in the music change. It starts quietly and becomes louder

Crescendo

Gradually increasing in loudness.



I am going to play a short crescendo on the tambourine.

Diminuendo

decreasing in loudness.



There is a diminuendo chorus just before the final part.

Tempo

The speed or pace of a piece of music measured in beats per minute



The tempo of the music is allegro, it is 120 bpm.

Structure

How a piece of music is organised into different sections



Binary



Ternary

In the piece of music, I can work out the structure. It has 3 sections – A B then A again -so it is ternary.

Vocabulary builders are used in the class book as a reminder of the key language for all.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

Whole School Musical Events

On top of our music curriculum we support the children to perform in different ways whether that is in nativity/end of year performances or assemblies, or more specific in our Rocksteady Club, Woodwind lessons through Music for schools, Abingdon Singers, Recorder Club or recorder lessons in class.



Key Learning

In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning **Music Cycle A Summer 1 KS1_IDM A**



1. To play tuned percussion correctly keeping to a pulse and reading appropriate notation



2. To describe and create loud and soft, high and low, fast and slow sounds.



3. They will learn about timbre, structure and texture, and will perform their own short compositions



4 Know what the different inter-related dimensions of music are and use them to create music



5. Compose their own music and perform for the class

Assessment

We use a number of formative assessment strategies in music:
Live marking/feedback
Concept maps
Quizzes
Verbal questioning
Speaking and listening opportunities

We use Seesaw to save musical performances and any other evidence. Through Seesaw we make QR codes for the floor books so that the video evidence can be watched again



We assess the children against the key learning in each unit.

Assessment

<u>Working below expectation</u>	<u>Working above expectation</u>

All other children have met expectations

Challenge and Adaptations

We believe that music should be accessible for all. Adaptations are planned into lessons. They might look like:

Use of additional resources – scaffolding (e.g. Visual representations – Dual coding, assisted technology, assisted instruments)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do

Referring back to previous learning and vocabulary. Pre teaching vocabulary

Use of visits and visitors.

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

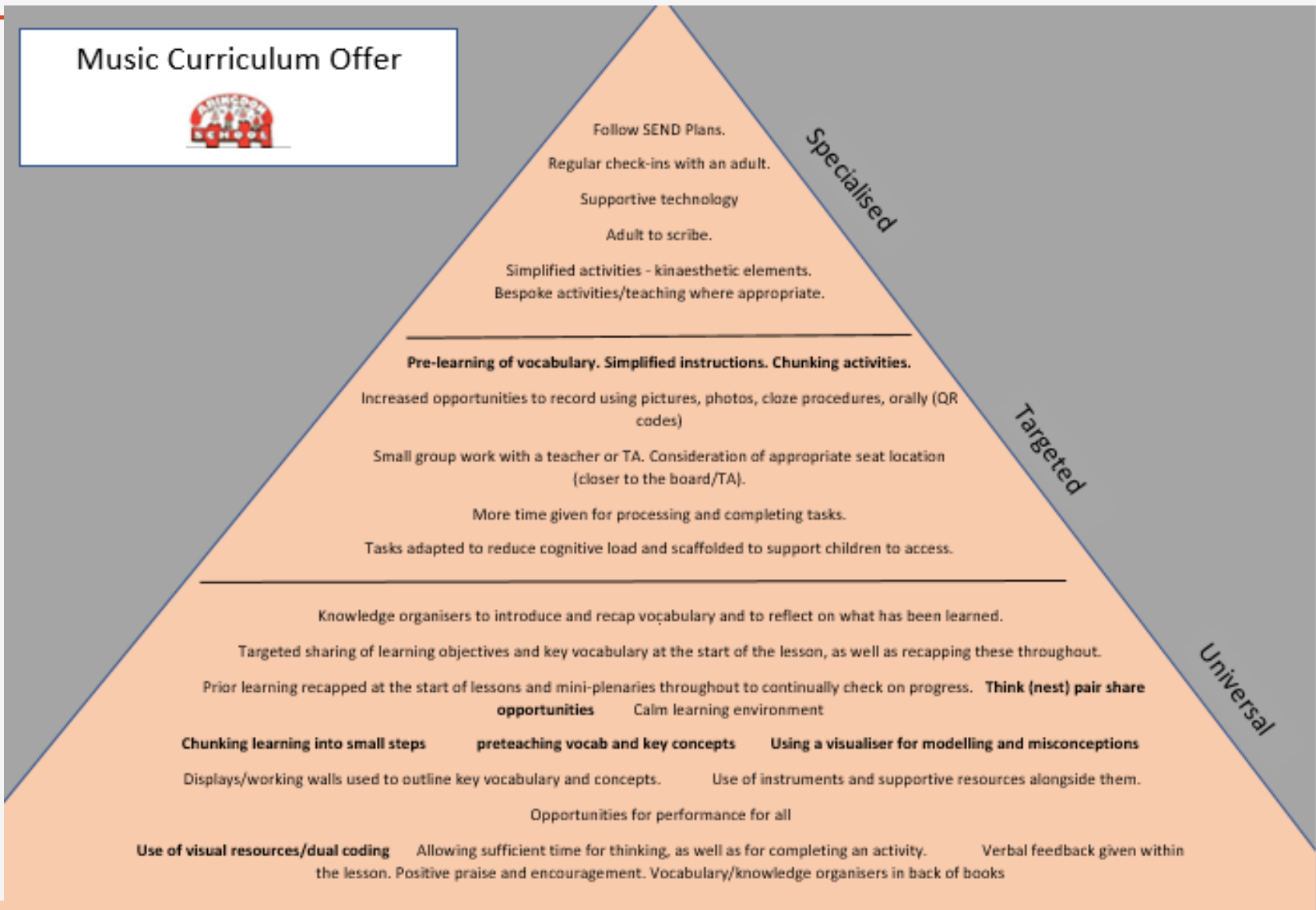


We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

Provision Pyramids

Music Curriculum Offer



Follow SEND Plans.
 Regular check-ins with an adult.
 Supportive technology
 Adult to scribe.
 Simplified activities - kinaesthetic elements.
 Bespoke activities/teaching where appropriate.

Pre-learning of vocabulary. Simplified instructions. Chunking activities.
 Increased opportunities to record using pictures, photos, cloze procedures, orally (QR codes)
 Small group work with a teacher or TA. Consideration of appropriate seat location (closer to the board/TA).
 More time given for processing and completing tasks.
 Tasks adapted to reduce cognitive load and scaffolded to support children to access.

Knowledge organisers to introduce and recap vocabulary and to reflect on what has been learned.
 Targeted sharing of learning objectives and key vocabulary at the start of the lesson, as well as recapping these throughout.
 Prior learning recapped at the start of lessons and mini-plenaries throughout to continually check on progress. **Think (nest) pair share opportunities** Calm learning environment
Chunking learning into small steps **preteaching vocab and key concepts** **Using a visualiser for modelling and misconceptions**
 Displays/working walls used to outline key vocabulary and concepts. Use of instruments and supportive resources alongside them.
 Opportunities for performance for all
Use of visual resources/dual coding Allowing sufficient time for thinking, as well as for completing an activity. Verbal feedback given within the lesson. Positive praise and encouragement. Vocabulary/knowledge organisers in back of books

What do our children say about our curriculum?

We like using the instruments, playing the glockenspiels, they are good fun – but sometimes its loud!

I love singing. I like it when we do it in lessons and I love learning the assembly song.

Music lessons are good fun – you don't have to write anything and you can just enjoy it.