



Brookside Primary School
Learn Together - Achieve Together

Teaching of Music at Brookside Primary School



**The intent, implementation and impact for the
learning of Music at Brookside Primary School**

Why is Music important at Brookside Primary School?

Music at Brookside has a strong tradition. It builds self-esteem, creativity, empathy and a collaborative ethos within our children. Throughout both Key Stages children are involved in a critical engagement with music, listening to, composing, playing and reading music, and music is used to enhance all other areas of the curriculum. As a school we also recognise the importance of playing and listening to music for every child, whatever their individual needs.

Music learning takes place through:

- Discrete class lessons, including whole class recorder
- Whole class weekly 'Wider Opportunities' music lessons
- Weekly music assembly
- Extra-curricular clubs – choir, brass band
- Individual music lessons through Stockport Music Service: brass, guitar and percussion

Performance takes place through:

- Class lessons
- Whole school, class and Music assemblies
- Christmas Concerts – Lyme Hall, St Thomas' Church
- Brass Band/ Choir community events
- Stockport Music Service/ Manchester Hub events such as Come and Play with the Halle and Festival on the Field
- Other projects with opportunities to perform at venues such as The Buxton Opera House, The Bridgewater Hall, MEN Arena

Our Vision

Every child will develop the skills play at least two instruments, having a basic understanding of reading music. They will leave Brookside with a love of music and the skills and confidence to pursue it further.

What are the key knowledge concepts in Music at Brookside Primary School?

The Elements of Music	Rhythm	Listening and appraising
<p>Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture.</p> <p>Language Memory</p>	<p>Different symbols mean different note lengths, and each has a different name.</p> <p>Reading Memory Listening</p>	<p>Music has many different styles. Not everyone will like the same music. Music creates different emotions</p> <p>Empathy Application Listening Articulation of ideas</p>
Composing		Performing
<p>Music is a language that can be notated in various ways and read, and that there is a standard way to notate music which makes it universally accessible.</p> <p>There are many elements in creating music to give different effects</p> <p>Presentation Collaboration Teamwork Improvisation Creativity</p>		<p>Practising Presentation Collaboration Teamwork Reading Listening Achievement Control</p>

What are the key Music subject skills?

Listening and appraising

- Ask and answer questions about live and recorded music
- Critically discuss music
- Offer and receive opinions

Playing

- Range of percussion
- Tuned instruments
- Voice
- Improvise

Composing

- Notate music using different symbols in a variety of ways, from pictorial to staff notation.
- Use rhythm notation
- Increasing use of elements of music (dynamics, tempo etc) as a class, in smaller groups or individually
- Evaluate and improve compositions
- Improvise

Reading

- Own/ others, and formal notation
- Rhythm symbols

Performing

- Own and others' compositions
- As a class, in a smaller group or individually
- To a small group, their own class, school, parents or wider community

How does Brookside Primary School ensure progression in our key knowledge and concepts in Music?

- Curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge taught builds on prior learning and is therefore more in depth
- Increasing complexity of subject specific language and precision
- Long term overview show precise knowledge and vocabulary that children will learn in each topic
- Children to develop their knowledge and understanding using a range of authentic sources including games, recordings, live performances, practise
- Pupils can talk about a range of music styles from different countries, cultures and eras
- Progress is demonstrated through pupils work books, recordings and photographs

EYFS: Expressive arts and design – children should access music.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.

Being imaginative: - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage 1 pupils should be inspired to develop a love of music that increases their self confidence, creativity and sense of achievement.

Key Skills	Reception	Year1/2	Year 2/3
Rhythm work	I can clap syllables I can read these rhythms:  cat monkey	 cat monkey rest	 cat monkey rest c o w
Use voices expressively and creatively by singing songs and speaking chants and rhymes	I can join in with rhymes I can pitch match/ sing songs I take part in class/ assembly singing	I can speak chants and rhymes I can sing a melody accurately at my own pitch. I take part in class/ assembly singing.	I can speak chants and rhymes. I can use a singing face when I perform. I take part in class/ assembly singing. I can sing with dynamic contrasts.
Play tuned and untuned instruments musically	I can use untuned and tuned percussion	I can use untuned and tuned percussion	I can use untuned and tuned percussion
Listen with concentration and understanding to a range of high quality live and recorded music	I can move to music I can tell you how the music makes me feel	I can recognise percussion I can recognise a male/ female voice I can listen to live music	I can recognise all four families of the orchestra. I can recognise changes in dynamics and tempo. I can listen to live music. I can sing a song from memory.
Experiment with, create, select and combine sounds using the inter-related dimensions of music	I know what the words dynamics , tempo and duration mean. I can represent my own ideas, thoughts and feelings through music. I can devise short pieces in response to given stimulus.	I know what the words dynamics , tempo , duration and pitch mean. I can select my own instruments and create short piece that reflects a certain mood and /or event.	I know what the words structure (binary AB) texture , timbre and notation (using flash cards, graphic, picture scores) mean. I can create a simple binary piece of music that demonstrates understanding of the above elements.

Key Skills	Year 3/4	Year 4/5	Year 5/6
Rhythm work	 cat monkey rest cow  armadillo	   elephant Learn all the correct note names.	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	I can play in class ensemble using tuned and untuned percussion, with increasing sense of what's going on in the whole group. I sing regularly working on dynamic contrasts, and changes of tempo	I can play in class ensemble, with increasing leadership skills and sense of what's going on in the whole group. I can sing contrasting styles of songs. I can sing echo and part songs.	I can sing in parts, 2 and 3 part rounds I can perform/ sing a solo I can make performances as expressive as possible.
Improvise and compose music for a range of purposes using the inter-related dimensions of music	I can improvise using all known rhythm tags I can compose a piece in binary form AB	I can improvise then develop composition from this. I can compose a piece in ternary form (ABA) Be aware of different textures and timbres	
Listen with attention to detail and recall sounds with increasing aural memory	I can pick out key individual instruments in a piece. I can clap back a two bar rhythm pattern I can sing a song from memory	I can clap back a four bar rhythm pattern I can sing or clap back a main theme from a listening exercise	
Use and understand staff and other musical notation	I can use rhythm flashcards and / or graphic scores (Notation middle C-A)	I can use rhythm flashcards and/or graphic scores. (Notation mid C to C')	
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	I can listen to a selection of different pieces of music and talk about how it makes me feel, understanding structure, tempo and dynamics . I can listen to live music	I can write/ talk about music, showing understanding of the inter-related dimensions I can listen to a variety of composers/ traditions I can respond to live music.	I can write/ talk about music, understanding the inter-related dimensions and make comparisons across genres. I can evaluate live music.
Develop an understanding of the history of music.	Relate to the history curriculum wherever possible.	Relate to the history curriculum wherever possible.	Relate to the history curriculum wherever possible.

How do we know our children have made progress?

Progress will be assessed:

- Aurally in class
- through written compositions and responses to music
- through wider performances and recordings
- Collaboratively with peripatetic music teachers

Class work will be kept in workbooks, recordings will be stored in a folder on the school's system.

Children making progress will:

- Respond to music with increasingly accurate use of a wider vocabulary and a tolerance of different opinions
- Compose music including more elements and increasingly complex rhythm patterns
- Play with increasing accuracy and smoothness and a growing awareness of their part within the group
- Sing with increasing accuracy and fluency, individually and as a group.

An example of what our Music Assembly provides

All children will participate in collective singing, whatever their age or experience.

All children will learn songs with a common performance goal, whether at whole school assembly, such as Harvest, Christmas Carol Concert or special project, e.g. One Voice.

Opportunities to perform music individually on a chosen instrument, e.g. as the school enters and leaves the hall.

Experience of listening to live music, played by their peers, teachers, parents, ex-pupils and professionals.

Participate in discussion of music they sing and hear, learning correct musical vocabulary and the opportunity to practise using it.

Music Assembly themes:

Autumn term – Harvest, Christmas

Spring Term – Music from Britain and around the world

Summer – ‘Festival’

If the school is involved in other music projects the theme for the term will be tailored towards them.

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories Practise and perform Nativity	Everyone!	Our World	Big Bear Funk	Practise and perform Class Assembly
Year 1/2 A	Hey You!	Practise and perform Christmas show	Round and Round	Practise and perform Class Assembly	In the Groove	Your Imagination
Year 1/2 B	Hands, Feet, Heart	Practise and perform Christmas show	Friendship Song	Practise and perform Class Assembly	I Wanna Play in a Band	Zootime
Year 2/3 A	Recorders/Chime Bars	Practise and perform Christmas show	Recorders/ CB	Recorders/CB	Recorders/CB	Prepare for Summer Music Festival Recorders/CB
Year 2/3 B	Recorders/CB	Practise and perform Christmas show	Recorders/CB	Recorders/CB	Recorders/CB	Prepare for Summer Music Festival Recorders/CB
Year 3/4 A	Wider Opportunities Brass	Wider Opps - Brass	Wider Opps - Brass Practise and perform Class Assembly	Wider Opps - Brass	Wider Opps - Brass	Wider Opps - Brass
Year 3/4 B	Wider Opportunities Brass	Wider Opps - Brass	Wider Opps - Brass Practise and perform Class Assembly	Wider Opps - Brass	Wider Opps - Brass English Folk Songs (Topic Section option)	Wider Opps - Brass
Year 4/5 A	Wider Opportunities - Brass	Wider Opps - Brass Celts and Romans (Topic Section option)	Wider Opps - Brass Oceans, Seas and Rivers (Topic Section option) Practise and perform Class Assembly	Wider Opps - Brass	Wider Opps - Brass	Wider Opps - Brass
Year 4/5 B	Wider Opps - Brass	Wider Opps - Brass Vikings (Topic Section option)	Wider Opps - Brass Practise and perform Class Assembly	Wider Opps - Brass	Wider Opps - Brass	Wider Opps - Brass
Year 5/6 A	Remembrance Day (Topic Unit option) Practise and perform Class Assembly					Practise for Leaver's show
Year 5/6 B	Practise and perform Class Assembly					Practise for Leaver's show



Pupil Voice in Music

What have you learnt about in music so far this year?

'Cat, monkey rhythms.'

'Playing the glockenspiels and xylophones.'

'Singing and signing.'

'Learning songs to remember facts.'

'Before Covid we did ukulele and Year 3 and 4 brass. I remember really well doing the beats in Year 1 like cat and monkey and making our own music.'

'Cats and monkeys, the symbols. How to play the instruments.'

'If you play it and you play it again you'll get better. Practise makes perfect.'

'All the different notes.'

'Counting in 9's and times tables with songs.'

Do you like learning about music?

'Yes. I like singing different songs.'

'I like everything.'

'I find it hard keeping along with the beats.'

'We learned songs in the Great Fire of London and in maths.'

'It's hard getting used to all the notes, where to find them.'

How can we make music better at our school?

'If you love music make sure there is always an opportunity like choir and band that I like. Also the range of instruments you can learn... guitar, brass, drums.'

Do you think music is important?

'Yes. It makes me happy. Listening and playing.'

'Yes. The One Voice was fantastic. The Bridgewater was great.'

'Yes. Some families are really musical.'

What would you like to learn next in Music?

'Some different notes.'

'Maybe a trumpet or a cornet. A keyboard or a piano.'

'I'm learning an instrument next.'

