

# Music at CPS



Curriculum, Progression, Assessment,  
Performance

What do children learn and how do  
they learn it?

## CPS Values

*Safe and healthy*

*Courageous*

*Achievers*

*Respectful*

*Responsible*

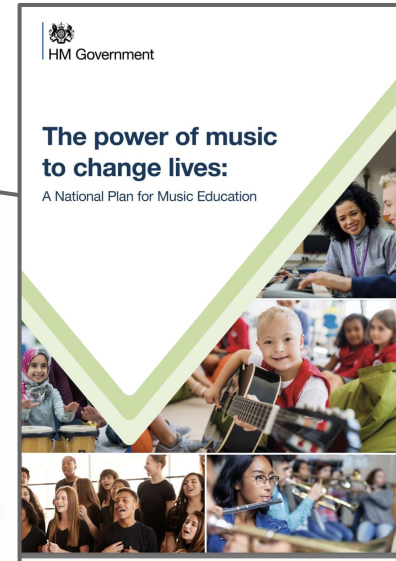
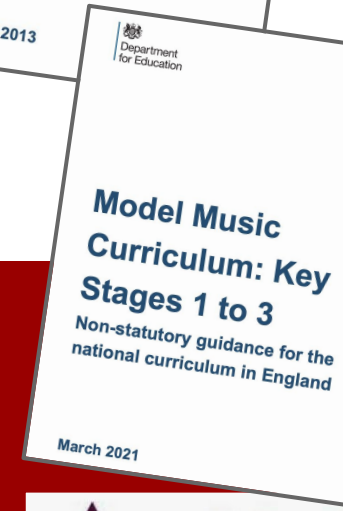
*Friendly*





# Our Curriculum

- Bespoke, unique to our school and tailored to our pupils, resources and setting.
- Based heavily on DfE (non-statutory) best practice guidelines and current pedagogical research in Primary Music Education.
- Interactive and participatory - singing and/or playing instruments will take place in almost every lesson.
- Progressive, so that children build on their knowledge and skills as they move through the school.
- Consistent in format and delivery through the use of a Specialist Music Teacher.



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CLAYGATE  
PRIMARY SCHOOL



# DfE Recommendations

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## Music education in school

A great music education in school would include:

- at least one hour of classroom music teaching for key stages 1 to 3 (years 1 to 9)
- access to lessons across a range of instruments, and for singing
- opportunities to join your school choir or vocal group
- opportunities to join your school ensemble, band or group (such as an orchestra or rock band)
- opportunities to have your music heard - for example, in concerts, competitions or shows
- opportunities to go to live performances at least once a year

## The Four Key Skills:

- **Listening & Analysis**
- **Performance**
- **Notation and Recording**
- **Composing and Improvising**

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people>  
January 2023





# Research Recommendations

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Music should be learned through participation, interaction and experimentation: playing instruments, singing and improvising.

Everyone can achieve in Music: you do not need to be 'talented' and it is a misconception that innate 'talent' plays any critical role. Exposure and opportunity are key.

Music supports recall, understanding, engagement and enjoyment across the entire curriculum. Counting, rhythm and language play key roles in the performing arts.

Progress in academic learning is enhanced by playing a musical instrument and taking part in ensembles.

## The Four Key Skills:

- Listening & Analysis
- Performance
- Notation and Recording
- Composing and Improvising

Fautley & Daubney (2017)  
Jones & Robson (2008)  
Mills (1991)

Atkinson (2018)  
Burnard et al (2013)  
Glover (1993)





# Whole Class Instrumental Teaching (WCET)

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Year 1

Performing Instrument:  
Boomwhackers

Handbells



Year 2

Performing Instrument:  
Djembe drums

Handbells



Year 3

Performing Instrument:  
Ocarina  
Recorder



Year 4

Performing Instrument:  
Recorder  
J-Sax  
Clarineo



Year 5

Performing Instrument:  
Keyboard/Piano/Xylophone/Glockenspiel



Year 6

Performing Instrument:  
Ukulele



‘At age 11 students receiving instrumental tuition had significantly higher scores in English, reading, writing and mathematics.’

(Baker, Hallam & Rogers, 2023)



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Year 1



Year 2



Year 3





Year 4



Year 5



Year 6

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# Performance: Genres of Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 Handbells</b>	Music Dimensions: Timbre and Pitch	Singing as a Choral Group	Music Dimensions: Tempo and Dynamics	Brazilian Samba	Leitmotifs and Orchestral Stories	Blues and African- Spirituals
<b>Year 2 Djembes</b>	Music Dimensions: Rhythm and Tempo	Canon and Round songs	Gamelan Indonesia	Rock and Roll USA/Europe	Folk Songs Around the World	Orchestral Programme Music
<b>Year 3 Recorders</b>	Classical The Baroque Period	Choral Music: Unison	Classical: Opera	Classical: 19th Century	Indian Classical Music	Funk & Disco
<b>Year 4 Saxophones</b>	WCET: Saxophone	Choral Music: Medieval to 20th Century	Jazz USA/UK	Caribbean Calypso	Classical: The Romantic Period	Bhangra & Genre Mixing
<b>Year 5 Piano/ Glockenspiel</b>	British Folk Songs	Choral Works in 2 and 3 part harmony	Gospel Music USA/UK	Film Music from Around the World	West African Drumming & Choral	Time Signatures: Duple/Triple/ Quadruple
<b>Year 6 Ukulele &amp; Mixed Ensemble</b>	20th Century US Orchestral Music	Choral Works in 3 and 4 part harmony	Contemporary Rhythmic Percussion	Sea Shanties: UK, Europe, Hawaii	Ukulele and mixed ukulele from around the world	Musical Theatre





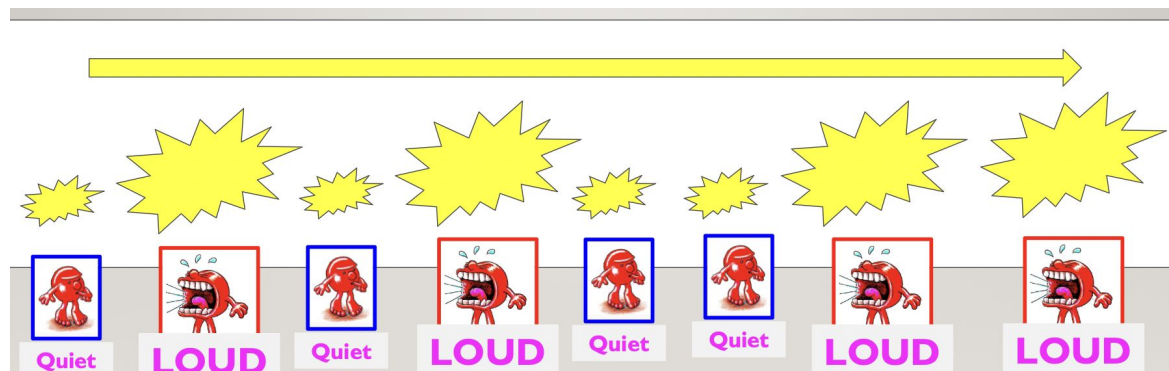
# Listening Analysis: Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 Handbells</b>	Villa-Lobos Little Train of the Capira	Ghanaian Trad Kye Kye Kule	Mozart: Rondo alla Turca	Sergio Mendes: Fanfarra (Cabua)	Holst: Planets Suite	Ma Rainey: Runaway Blues
<b>Year 2 Djembes</b>	Ravel: Bolero	Beatles: Little Help from my Friends	Gong Kebyar: Baris	Elvis Presley: Hound Dog	Folk Songs Around the World	Anna Clyne: Night Ferry
<b>Year 3 Recorders</b>	Bach: Jesu Joy of Man's Desiring	Christmas Performance Repertoire	Bizet: Carmen	Mussorgsky: Pictures at an Exhibition	AR Rahman: Jai Ho Kishori Amonkar: Saleha Re	James Brown: I Got You (I Feel Good)
<b>Year 4 Saxophones</b>	Bob Marley (Reggae) One Love	Hildegard von Bingen: O Euchari John Rutter	Duke Ellington & Band: Take the A Train	Trinidad Steel Band: Tropical Bird	Beethoven: 5th Symphony	Bhujhangy Group Bhabiye Akh Larr Gayee
<b>Year 5 Piano/ Glockenspiel</b>	Vaughan Williams: English Folk Song Suite	Folk Songs: Coventry Carol Fantasia	LCG Choir Amazing Grace Love Train	John Williams: Jurassic Park ET	Babatunde Olatunji: Jingoloba	Roar: Katy Perry
<b>Year 6 Ukulele &amp; Mixed Ensemble</b>	Dvorak: New World Symphony Copland: Fanfare	Britten: This Little Babe	Anna Meredith: Connect It	Sea Shanties: UK, Europe, Hawaii	Debussy: Clair de Lune Orff: Carmina Burana	Musical Theatre: Summer Production



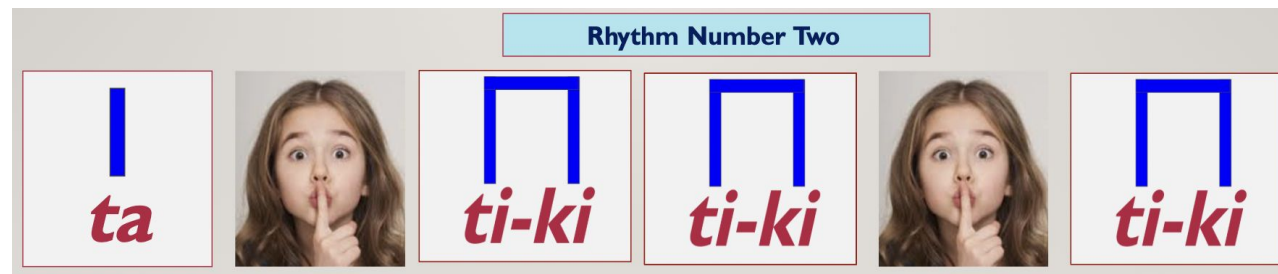


# Musical Notation: Progression

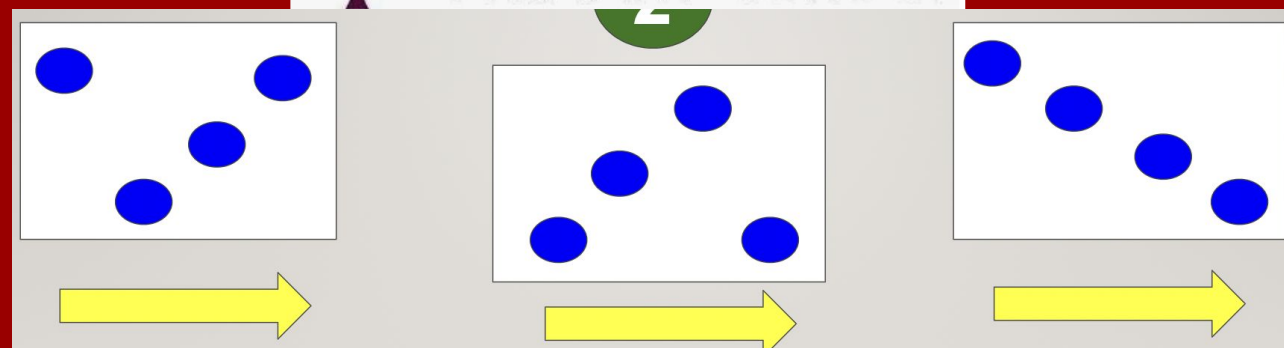


## Graphic Notation for Dimensions

## Stick Notation for Rhythm

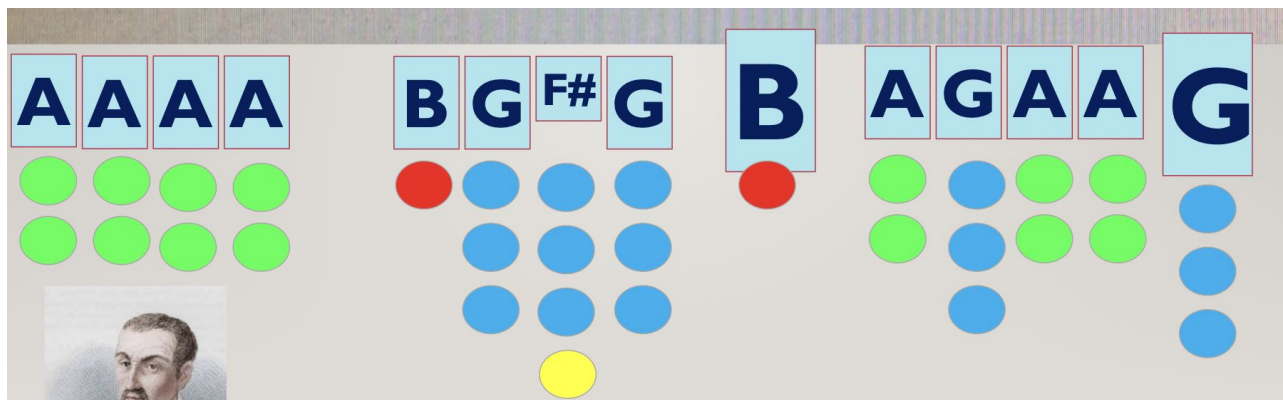


## Dot Notation for Rhythm





# Musical Notation: Progression

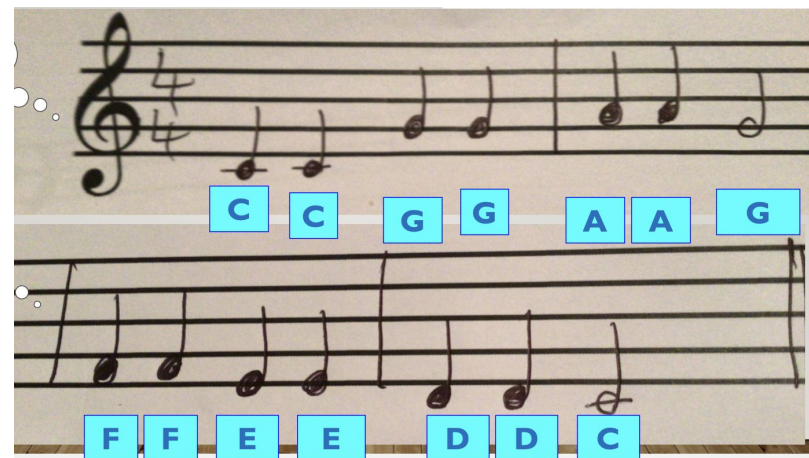


Woodwind  
Notation





Staff Notation  
for Pitch &  
Rhythm

Labelled Staff






Let's play some of them!

I like smelly bin bags

Ce-dar class rules

We are the best, yes, yes, yes

Mister Roche

Challenge: Can you add a tuned melody on the glockenspiel or a chord sequence on the ukulele for your rhythm?



# Detailed Musical Progression is available on the website



**Autumn 1: Baroque & The Recorder**

Year 3 pupils commence our Whole Class Ensemble tuition programme which traverses the whole of KS2, beginning with the recorder. We learn correct breathing, posture and tonguing as well as of course a full octave of notes, played by reading staff notation. We will simultaneously discover the recorder's colourful history in the Baroque period, playing works by Bach, Handel, Vivaldi and Pachelbel.



**Year 3 Music 2023-2024**

**Spring 1: Timbre & the Orchestra**

In the Spring, we will meet all the instruments of the classical orchestra, using Prokofiev's Peter and the Wolf, Britten's Young Person's Guide and most importantly Mussorgsky's Night on a Bare Mountain. We will discover the roles of each orchestral section and create our own classroom orchestra to perform and compose our own works.



**Summer 1: Indian Classical Music**

The summer term is an exciting one for Year 3 as we discover the styles of music from around the world. We will explore Hindustani and Carnatic music and use them to create our own compositions. We will also play the music of Kishori Amonkar and contemporary composer A R Rahman.



**Autumn 2: Singing to Perform**

At KS2, pupils perform in much bigger settings and events, and this half-term, we learn vocal rehearsal, choir discipline, voice care and warming-up and how to cope with performing nerves, before taking part in our Christmas concert at Holy Trinity Church for the first time. We also continue our recorder work and prepare Christmas items to play to an audience.



**Spring 2: Structure & Dynamics**

We continue our study of Western orchestral works, but now analysing how pieces of music can be divided into sections labelled A, B, C, etc. and described in terms of dynamics, tempo, pitch and orchestration. Our focus pieces will be Handel's Messiah and Mussorgsky's Pictures at an Exhibition.



**Summer 2: Funk and Disco**

Year 3 concludes in spectacular fashion learning the drum kit in detail and using it to create rhythmic and melodic grooves which undermine the world of Funk music. We will study and perform James Brown's 'I Feel Good (I Got You)', improvise over its bass line and build our own layered texture. We will also visit disco music and record Le Freak's 'Chic' graphically and physically!



Each year group has half-termly themes which are broken down into weekly learning objectives.

Curriculum 2023/24			
Year Group	Year 1	Year 2	Year 3
1st January 2024	LO: To understand the role of an orchestral conductor and follow his/her instruction as a mixed ensemble.	LO: To identify and classify the instruments of the Indonesian Gamelan orchestra, adapting class instruments to play in the style.	LO: To identify and classify the instruments of the symphony orchestra, using the inter-related dimensions of music.
8th January 2024	LO: To understand dynamics and describe different sounds and instruments according to their volume.	LO: To understand how music is layered as texture by analysing and playing Gamelan music on tuned percussion.	LO: To understand the typical roles played by sections of the orchestra using Prokofiev's Peter and the Wolf and Britten's Young Person's Guide.
15th January 2024	LO: To conduct and play instruments at different dynamics and notate them accordingly.	LO: To discover the pentatonic and use dot notation to record and perform Gamelan question and answer melodies.	LO: To describe orchestral timbre and pitch and analyse how Mussorgsky uses these in 'Night on a Bare Mountain' to tell story through music.
22nd January 2024	LO: To understand tempo and describe and perform pieces of music at contrasting speeds.	LO: To discover the slendro scale and use dot notation to record and perform Gamelan question and answer melodies.	LO: To perform our own classroom version of Mussorgsky's 'Night', using recorders, handbells and percussion to create a layered texture.
29th January 2024	LO: To conduct and play instruments at different tempi and notate them accordingly.	LO: To understand and perform the Gong Cycle and compose our own pieces using Gamelan melodies and rhythmic ostinati.	LO: To improvise and compose our own simple melodies which use timbre, dynamics and texture to create a tone poem.
5th February 2024	LO: To compose a group musical story employing different dynamics, timbre, pitch and tempo.	LO: To understand the Balungan and compose our own layered Gamelan composition, recording it in writing using dot notation.	LO: To compose our own orchestral story, using rising/falling call and response, instruments representing characters and a start/middle/end.

All Year Groups and Weekly Learning Objectives are available online



# Music in the Early Years



## Music Learning Acorns Nursery

### Instrumental and Sound Exploration

Continuous provision contains a well-stocked musical area with a range of instruments and timbres for children to discover. This gives the children the opportunity to learn through play and experiment and explore both individually and collaboratively with a range of sounds

### Song of the Week

Singing remains a golden thread for music education and a fantastic interactive pedagogical methodology. Children learn and sing regularly a song of the week, which links to current learning and themes and reinforces the learning of sounds in Phonics and counting in Maths.

### Singing Assemblies

EYFS children join KS1 pupils on a Friday afternoon for a singing assembly led by the school Music Specialist. Pupils learn a variety of songs with choreography and movement, including specially written commissions on our CPS Values and other learning themes throughout the year.

## Early Years Learning Goal (EYFS Framework): Expressive Arts

### Autumn 1: Sounds and Feelings

We start our musical journey by exploring sounds and songs. How do they sound? What emotions do they make us feel? What might they represent? To help answer, we will use drawings, acting, and of course, lots of singing and some instruments! We will finish by choosing timbres for particular characters and telling our own musical story using them.



### Autumn 2: Singing Technique

This half-term we will be developing our voices and learning what it takes to sing well. We will match the pitch of our voice to the notes we hear; articulate lyrics clearly; reflect the emotions of songs in our tone and body language and then apply all this to follow a conductor and sing a range of Christmas songs to an audience.



### Reception Music 2023-2024

#### Spring 1: Tempo and Dance

In the Spring term, we will move to music, using movements which match the timbre and keep in time with the tempo we can hear. We will then progress our learning by co-ordinating our routines as a class into a simple choreography using counting and memory!



#### Spring 2: Rhythm and Language

After half-term, we will continue moving to music, but start to explore rhythms, clapping and marching in time, clapping back rhythms we can hear and using the rhythm of language to create our own patterns and using them to call and respond.



### Summer 1: When Music Changes

This half-term focusses on the ways music can change over time - whether getting faster or slower, louder or softer, timbres which alter or even a whole contrasting musical section in a larger structure. We will explore musical context by notating it, performing it and finally composing our own motifs as a class for a setting in contrasting seasons and explaining the differences.



### Summer 2: Music is Maths

Having previously made the link between Music and Literacy, we now focus on the mathematics of music - the beats are organised into groups of two, three, four or eight and how every musician needs to count! To demonstrate our understanding, we will compose and perform our own counting songs and move and beat in time with them.





# Enrichment: Music and Drama



Drama - use of voice, body, expression, gesture, stage position, drama strategies and Musical Theatre.





# Singing and Music Champions in Year 6



Singing and RE Assemblies  
weekly for KS1 and KS2, led  
by Y6 Music Champions





# When to Hear Children Perform...



**Enrichment  
Performances**



**Christmas  
Whole School  
Performances**



**Year 6 Summer  
Production**

**Christmas &  
Summer Fairs**





# Join a club for many more performing opportunities!



Senior and Junior  
Choirs  
3 Drama Clubs  
Bucket Drumming



# Join a club for many more performing opportunities!



Piano Club, Band,  
Claygate TV Journalists  
Elite Pop Group







# Recent Successes

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- Awarded Music Mark status by Surrey Arts for our provision and commitment to delivering performing arts to pupils.
- Junior Saxophone curriculum NEW for 2023-2024
- Leading Claygate Lights and featuring at the Claygate Village & Flower Show locally.
- Music Advisory Body Representation with Surrey Arts.
- Projects with the English National Opera.
- Trips to interactive concerts with the London Philhamonia and London Philharmonic Orchestra.
- Our home-grown singing assembly repertoire and young composers and songwriters.
- Recent performances at Christmas and Summer.
- Our regular radio programme on Surrey Hills Community Radio.







# Priorities for 2024

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- Training and developing ArtsAward for pupils at Discover and Explore levels.
- Developing a new Music Technology Curriculum.
- Increasing club membership and performance opportunities.
- New weekly music certificates to recognise pupils who go the extra mile.
- Developing prospect of LAMDA tuition.
- Progressing our Junior Saxophones by offering pupils the chance for 1:1 tuition from Year 5.
- School Songwriting Competition February 2024.
- More music trips and opportunities in the year ahead.



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