

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

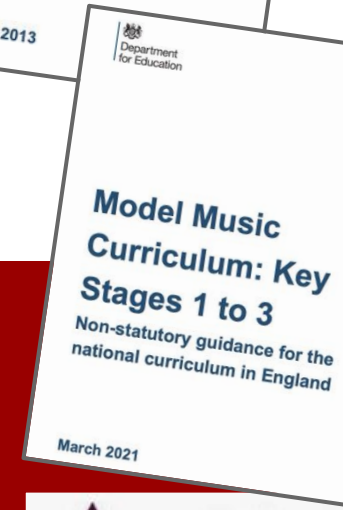
Responsible

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.



CPS Values

Safe and healthy

Courageous

Achievers

Respectful

Responsible

Friendly



DfE Recommendations

CPS Values

Safe and healthy
Courageous
Achievers
Respectful
Responsible
Friendly

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

CPS Values

Safe and healthy
Courageous
Achievers
Respectful
Responsible
Friendly

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)

CPS Values

Safe and healthy
Courageous
Achievers
Respectful
Responsible
Friendly

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

Clarinet



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)



CLAYGATE
PRIMARY SCHOOL



Whole Class Instrumental Teaching (WCET)

CPS Values

- Safe and healthy
- Courageous
- Achievers
- Respectful
- Responsible
- Friendly



Year 1



Year 2



Year 3



Year 4



Year 5

- CPS Values**
- Safe and healthy
 - Courageous
 - Achievers
 - Respectful
 - Responsible
 - Friendly



Year 6



Performance: Genres of Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Handbells	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
Year 2 Djembes	Music Dimensions: Rhythm and Tempo	Canon and Round songs	Gamelan Indonesia	Rock and Roll USA/Europe	Folk Songs Around the World	Orchestral Programme Music
Year 3 Recorders	Classical: The Baroque Period	Choral Music: Unison	Classical: Opera as composition	Indian Classical Music	Funk & Disco	Classical: 19th Century
Year 4 Saxophones	Saxophone: Pop, Soul and Reggae	Choral Music: Medieval to 20th Century	Jazz USA/UK	Caribbean Calypso	Classical: The Symphony and the Romantic Period	Bhangra & Genre Mixing
Year 5 Piano/ Glockenspiel	British Folk Songs and Arrangements	Choral Works in 2 and 3 part harmony	Gospel Music USA/UK	Film Music from Around the World	West African Drumming & Choral	Classical: Opera as performance on instruments and stage
Year 6 Ukulele & Mixed Ensemble	Ukulele and mixed ukulele from around the world	Choral Works in 3 and 4 part harmony	Contemporary Rhythmic Percussion	Sea Shanties, Folk Songs and the Orchestra: UK and Scandinavia	Classical: 20th Century Orchestral Works	Musical Theatre and Stage Performance

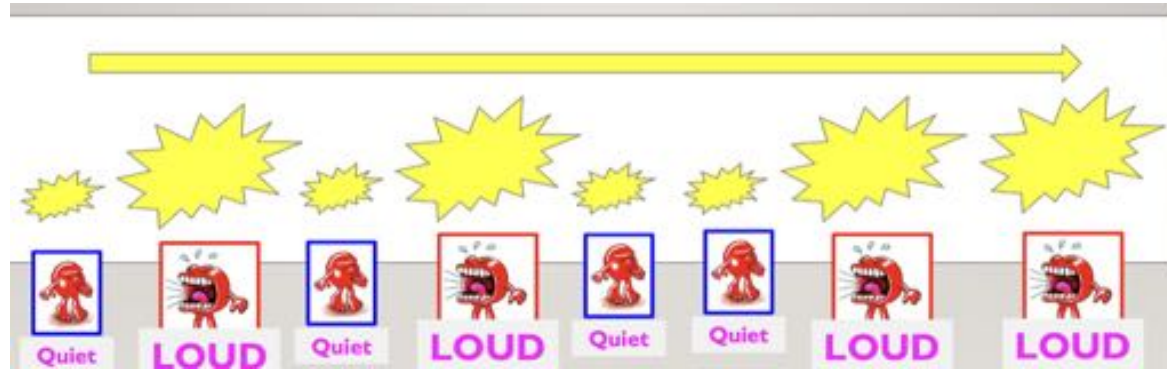


Listening Analysis: Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Handbells	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
Year 2 Djembes	Ravel: Bolero	Beatles: Little Help from my Friends	Gong Kebyar: Baris	Elvis Presley: Hound Dog	Folk Songs Around the World	Anna Clyne: Night Ferry
Year 3 Recorders	Bach: Jesu Joy of Man's Desiring	Christmas Performance Repertoire	Bizet: Carmen	AR Rahman: Jai Ho Kishori Amonkar: Saleha Re	James Brown: I Got You (I Feel Good)	Mussorgsky: Night on a Bare Mountain
Year 4 Saxophones	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
Year 5 Piano/ Glockenspiel	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	Mozart: The Magic Flute Puccini: Turandot
Year 6 Ukulele & Mixed Ensemble	Ben E. King: Stand by Me American Pie: Don McLean	Destiny's Child: Say my Name	Anna Meredith: Connect It	Sea Shanties: Peer Gynt and Nordic Songs	Debussy: Clair de Lune Tchaikovsky: 1812 Overture	Musical Theatre: Summer Production

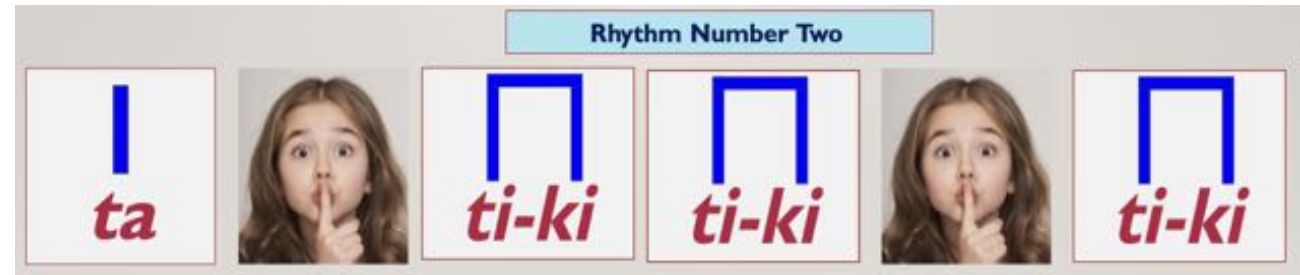


Musical Notation: Progression



Year 1: Graphic
Notation for
Dimensions

Year 2: Stick
Notation for
Rhythm



Year 3: Dot
Notation for
Rhythm





Musical Notation: Progression

Year 4&5: Labelled Staff

A sequence of musical notation for Year 3&4. It consists of five groups of notes represented by letters in blue boxes and colored dots below them. The first group has four 'A's with four green dots. The second group has 'B', 'G', 'F#', and 'G' with a red dot, three blue dots, and a yellow dot. The third group has a 'B' with a red dot. The fourth group has 'A', 'G', 'A', and 'A' with two green dots, two blue dots, and one blue dot. The fifth group has a 'G' with two blue dots.

Year 3&4:
Woodwind
Notation

Musical notation for Year 4&5 on a staff. The top staff shows a melody with notes corresponding to the letters C, C, G, G, A, A, G. The bottom staff shows a corresponding bass line with notes F, F, E, E, D, D, C.

Musical notation for Year 6 on a staff. It shows three lines of notes with letters below them: the first line has C and D; the second line has F, A, C, E; the third line has E, G, B, D, F.

Year 6: Staff
Notation for
Pitch & Rhythm

Interactive musical notation for Year 6. It features four musical phrases with lyrics: "I like smelly bin bags", "Ce-dar class rules", "We are the best, yes, yes, yes", and "Mister Roche". The page includes images of a djembe, a ukulele, and a glockenspiel. A challenge at the bottom asks: "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



Year 3 Music 2024 - 2025

Autumn 1: Baroque & The Recorder

Children will:

- learn the Baroque Recorder as a Whole Class Ensemble tuition programme.
- learn correct breathing, posture, tonguing and fingering for a full octave of notes.
- read & write staff notation and recorder dot finger maps.
- discover the recorder's history in the Baroque period and play works by Bach, Handel, Vivaldi and Pachelbel.

Focus Piece: *Alle Joy of Man's Desiring*

Autumn 2: Singing to Perform

Children will:

- learn vocal rehearsal, clear diction and performance skills.
- understand voice care and how to warm-up effectively ready to sing.
- understand musical texture and dynamics through singing.
- take part in our Christmas concert at Holy Trinity Church.

Focus Piece: *I saw 3 Ships in the Snow* (Mikaelina)

Spring 1: END - 'Finish This'

Children will:

- write and perform a short piece, the role of the composer.
- write and perform a short piece, the role of the composer.
- write and perform a short piece, the role of the composer.

Focus Piece: *Canon (Bach)*

Spring 2: Indian Classical Music

Children will:

- identify the main differences between the Hindustani and Carnatic Indian traditions.
- name musical instruments found in each.
- beat tabla rhythms and understand tals.
- play a range of raga scales and compose short melodies using them.
- perform the music of Rishabh Aryankar and contemporary composer & R. Rahman.

Focus Piece: *Sahasra Na (Amanak)*

Summer 1: Funk and Disco

Children will:

- define and perform a funk groove.
- clap and beat staff notation rhythms using quavers, crotchets and minims.
- learn the components of the drum kit in detail and compose grooves using them.
- perform 'I Feel Good', improvise over its bass line & compose melody riffs in style.
- perform 'Le Freak's 'Gnc'.

Focus Piece: *Night in a Bare Mountain (Mussorgsky)*

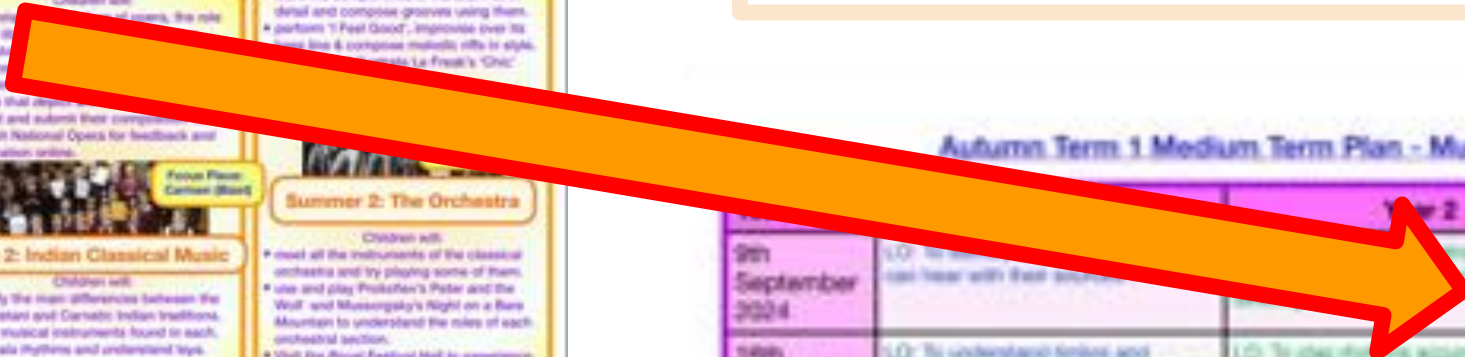
Summer 2: The Orchestra

Children will:

- meet all the instruments of the classical orchestra and try playing some of them.
- use and play Prokofiev's Peter and the Wolf and Mussorgsky's Night on a Bare Mountain to understand the roles of each orchestral section.
- Visit the Royal Festival Hall to experience an interactive concert given by the London Philharmonic Orchestra.

Focus Piece: *Night in a Bare Mountain (Mussorgsky)*

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



Autumn Term 1 Medium Term Plan - Music Curriculum 2024/25

	Year 2	Year 3
29th September 2024	L.O: To understand tempo and how it can hear with their body.	L.O: To learn the parts of the recorder: the recorder family and appropriate posture and hand/positions to play it.
10th September 2024	L.O: To understand timbre and describe different sounds according to their quality or character.	L.O: To adapt the correct breathing and tonguing to play B, A and G and recognise these notes on a staff.
23rd September 2024	L.O: To discover sounds around the school and isolate them and classify them in terms of their timbre.	L.O: To write and read the notes B, A and G accurately on staff notation to play a range of melodies accurately.
30th September 2024	L.O: To understand pitch and describe short and long sounds using musical vocabulary.	L.O: To play the notes High C and High D accurately on the recorder and recognise them on a staff.
7th October 2024	L.O: To explore and isolate musical instruments in the Music Room and beyond according to their pitch.	L.O: To understand the Baroque orchestra and basso continuo, and play a famous suite by JS Bach.
14th October 2024	L.O: To explore how different timbre and pitch make us feel different emotions for musical storytelling.	L.O: To understand the role of ornamentation in Baroque music and improvise using B, A, G, High C & D.
21st October 2024	L.O: To arrange timbre and pitch to compose a group musical story using natural and tuned percussion.	L.O: To rehearse as an ensemble and prepare for performance recorder pieces using B, A, G, High C and D.

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.



Music in Reception 2024 - 2025

Autumn 1: Sounds and Feelings

Children will:

- explore sounds and songs.
- identify and describe sounds
- link emotions and meanings to them.
- draw, act and dance in response to music.
- sing and play instruments to create feelings and create atmospheres.
- choose timbres for particular characters and tell our own musical story using them.



Spring 1: Tempo and Dance

Children will:

- sway/move in time with the beat
- use movements which match the timbre
- keep in time with a variety of genres/styles.
- incorporate our routines into a simple choreography using counting and memory.



Summer 1: When Music Changes

Children will:

- understand how music can change over time.
- move, clap and sing as music gets faster or slower, louder or softer, or alters in other ways, e.g. structure or timbre.
- notate music by drawing/using symbols.
- compose our own music and adapt them for contrasting seasons of the year.



Autumn 2: Singing Technique

Children will:

- keep our voices to sing well.
- match the pitch of our voice to the notes we hear
- articulate lyrics clearly
- reflect the emotions of songs in our tone
- follow a conductor and sing a range of Christmas songs to an audience.



Focus Piece: Christmas Production

Spring 2: Rhythm and Language

Children will:

- analyse rhythm and body percussion
- clapping back rhythms we can hear.
- combine body percussion sequences and lead the class ourselves.
- use the rhythm of language to create and lead our own patterns.



Summer 2: Music in Maths

Children will:

- use music to count in ones, tens, fives.
- use song to practice number bonds and subitising
- understand how music is grouped into two, three, four or eight and every musician needs to count!
- count and move in time to music to demonstrate our understanding.



Early Years Learning Goal
(EYFS Framework):
Expressive Arts

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

CPS Values

Safe and healthy

Courageous

Achievers

Respectful

Responsible

Friendly

- 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

CPS Values

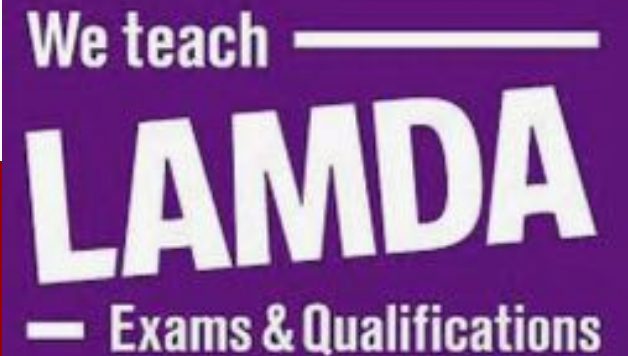
Safe and healthy

Courageous

Achievers

Respectful

- 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.



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