



NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - MUSIC





OUR CURRICULUM AT NEVILL ROAD JUNIORS

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



OUR CURRICULUM INTENT

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

Pedagogy of Learning

Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



Pedagogy of Learning

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg
What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Pedagogy of Learning

Check understanding throughout the lesson and provide feedback.



In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

CURRICULUM LEADER – EMMA HUMPHREYS

(LEADER FROM 2018 – CURRENT)

Intent

Why do we teach this? Why do we teach this in the way we do?

At Nevill Road Junior School, we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

POLICY



Nevill Road Junior School Music Policy 2020-2021

Intent

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Implementation

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places.

These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. Additional to Charanga, the children have further opportunities to compose and perform music.

Impact

Have a rapidly widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works.

This will be evident through:

- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres. An excellent 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 written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

To find out more about our
Music policy click the link below:

[Policy and progression\Music Policy 2022-23.pdf](#)

SEQUENCE OF LEARNING- UNIT AND LESSON PLANS

Whole School Planning Overview



Music Progression of Knowledge and Skills – Year 3-6

	Curriculum Plan	Main focus: Instrumental skills	Composition	Performance	Charanga units	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 3	Introduction to the Recorder - Developing instrumental skills	Stone age themed composition	Let your spirit fly	Year 2/3 transition performance	Three little birds	Bringing us together
Y 4	Mamma Mia	Christmas performance	Romans themed composition	Lean on me	Dragon Scales Investigating the pentatonic scale	Blackbird
Y 5	Living on a prayer	Bramhall Hall Christmas Tudor songs and performance	Fresh Prince of Bel Air	BBC 10 pieces John Adams - Short Ride in a Fast Machine https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsrnd	Cyclic Patterns Rhythm and world music	Dancing in the street
Y 6	Happy	Classroom Jazz 2	You've got a friend	WW2 music	BBC 10 pieces Heitor Villa-Lobos - Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) Music from Brazil	End of year production



- Our units of Music planning have been developed using elements of Charanga, composition units which relate to other areas of the curriculum and collaborative performance opportunities.
- Planning links to key skill and vocabulary children will develop throughout a sequence of learning. These skills are revisited and built upon throughout a child's time at the Juniors.



Music Progression of Knowledge and Skills – Year 3-6

					https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr	
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SEQUENCE OF LEARNING - CURRICULUM PROGRESSION PLANS

- To see more about how we sequence the units of PE and how the knowledge, skills and vocabulary are progressed throughout the school, follow the link: [Policy and progression\Music Progression of Knowledge and Skills.odt](#)



Music Progression of Knowledge and Skills – Year 3-6

Key skills	Year 3	Year 4	Year 5	Year 6
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
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Compose a piece in binary form AB	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
Listen with attention to detail and recall sounds with increasing aural memory	Recognise all four families of the orchestra Recall a simple tune from memory Sing a song from memory	Pick out key individual instruments in a piece Clap back a two bar rhythm pattern Sing a song from memory	Clap back a four bar rhythm pattern Sing or clap back a main theme from a listening exercise	Clap back a four bar rhythm pattern Sing and clap back a main theme from a listening exercise
Use and understand staff and other musical notation	Use rhythm flash cards and/or graphic scores Notation middle C - A	Use rhythm flash cards and/or graphic scores Notation middle C – C'	Notate compositions using the most appropriate method applicable	Notate compositions using the most appropriate method applicable
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	Listen to a selection of different pieces of music Listen to live music	Talk about how music makes you feel, show understanding of the structure, tempo and dynamics Listen to live music	Write/talk about music, show understanding of the inter-related dimensions Listen to variety of composers/traditions Respond to live music	Write/talk about music, show understanding of the inter-related dimensions and make comparisons across genres Evaluate live music
Develop an understanding of the history of music	Relate to history curriculum	Relate to history curriculum	Relate to history curriculum	Relate to history curriculum



MUSIC LESSONS AT NEVILL ROAD

- Lessons have a structure which includes 'Can you still...' and vocabulary focuses alongside listening and appraising, new learning, skill development through practise, evaluation, performance and reflection.



L.O. to listen to, appraise and respond to a piece of music	
	What makes you happy?
<u>Listen</u> How does it make you feel? What does it make you think of?	
<u>Appraise</u> Tempo Dynamics Instruments Style	
How is it put together? Did you hear a riff, hook or solo?	
Do you like it? Why?	

Charanga Lessons

Skills and Knowledge sheet

Lesson 1 L.O. I can listen to, appraise and respond to a piece of music

Listening and appraising

Discuss and define **key vocabulary**

Complete **appraisal sheet**

Lesson 2 L.O. I can learn a song and develop my voice as an instrument

Warm up – choose a warm up game, flexible game or vocal warm up

Recap vocabulary and listening from previous lesson

Learn song – in sections

Lesson 3 L.O. I can add instrumental accompaniment to a song

Warm up – choose a warm up game, flexible game or vocal warm up

Recap vocabulary and learning from previous lesson

Practise song

Learn instrumental parts

Lesson 4 L.O. I can rehearse and improve my performance and explore improvisation

Warm up – choose a warm up game, flexible game or vocal warm up

Recap vocabulary and learning from previous lesson

Practise song with instrumental parts

Improvisation

Lesson 5 L.O. I can work with a group to perfect a performance

Warm up – choose a warm up game, flexible game or vocal warm up

Recap vocabulary and learning from previous lesson

Practise song with instrumental parts

Perform and record and put on the media drive (take photo).

Lesson 6 L.O. I can reflect on my development and learning

Reflection

Photo. Vocab. What did you do? What did you enjoy? What new skills did you learn/ practise? What might you need to practise more?

(In books. On flipchart)

VOCABULARY

At Nevill Road Junior School we develop key vocabulary with the children by:

- Highlighting key vocabulary within lessons verbally.
- Vocabulary is developed and built upon throughout a sequence of work. Much key vocabulary is revisited throughout the Junior school, especially the vocabulary of the inter-related dimensions of Music.
- Reflecting on key vocabulary used within the lesson.



Music Progression of Knowledge and Skills – Year 3-6

Vocabulary	Year 3	Year 4	Year 5	Year 6
Interrelated dimensions of music	Dynamics Pitch Structure Tempo Texture Timbre	Dynamics Pitch Structure Tempo Texture Timbre	Dynamics Pitch Structure Tempo Texture Timbre	Dynamics Pitch Structure Tempo Texture Timbre
	Instruments of the orchestra Instruments in school	Instruments of the orchestra Instruments in school	Instruments of the orchestra Instruments in school	Instruments of the orchestra Instruments in school
		Drone Ostinato Pentatonic scale	Duration Silence Notation Orchestrate Glissando Ostinato Pulse Open and closed sounds Cyclic pattern Improvise	Duration Silence Notation Improvise Riff Accelerando Crescendo Off-beat
Notation	Crotchet Minim	Crotchet Minim Rest	Crotchet Minim Rest Quaver	Crotchet Minim Rest Quaver Semibreve

ASSESSMENT

- Teachers then complete an assessment grid at the end of the unit indicating children that are working towards the expectations and those that have met the expectations. (this is related to key skills that are highlighted at the top of the assessment grid for that particular sport or element)



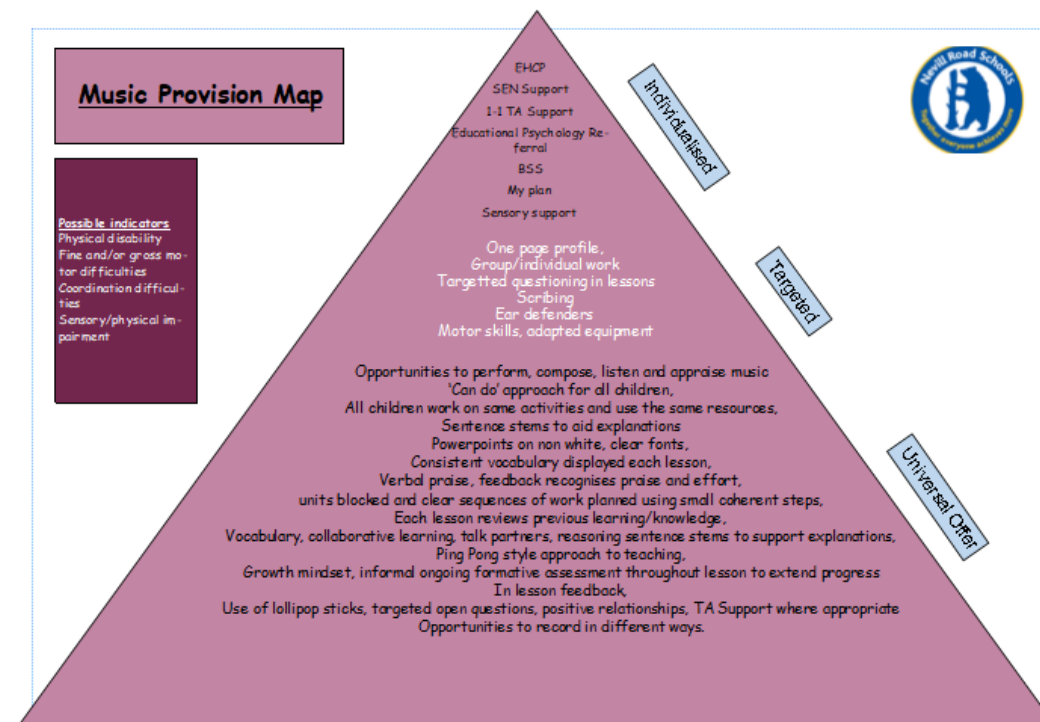
Music Assessment



Music Assessment	Year 6	Autumn 1 Term	Number in Cohort:	2022/2023
Unit of work: <u>Charanga</u> - Happy				
Knowledge and Skills Listen and Appraise- write/talk about music, show understanding of the inter-related dimensions Perform - Sing and clap back a main theme from a listening exercise Perform/sing with increased confidence and control Sing in parts Play accompanying instrumental parts Make performances as expressive as possible Perform the Song - perform and share your learning	Emerging/ Developing	Expected/ Secure		
Key Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, hook, riff, solo				
	%	%		

INCLUSION

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adapted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through investigations and enquiry questions.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning.
- Teaching assistants are used effectively to help scaffold learning an support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language.



<W:\\Staff Shared Area\\SEND 22 - 23\\Curriculum Pyramids\\Provision map Music.pub>

EQUAL OPPORTUNITIES

To find out more about our Equality Objectives, follow the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/8211907

Here are examples of how the protected characteristics are promoted through the Music Curriculum:

- We ensure that we provide opportunities for all with in Music lessons.
- Lessons are adapted to help suit the needs of all users.



BRITISH VALUES

To find out more about how we promote British Values through our curriculum, follow the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/6477805

Key British Values are at the heart of key values that we teach and promote through Music lessons, such as respect and tolerance through collaboration and teamwork.

SMSC

To find out more about how we promote *Spiritual, Moral, Social and Cultural* (SMSC) through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/smsc/63936>

- Spiritual- we encourage this aspect of the curriculum through the experience and the emotion of listening and responding to music, composition and performance. We encourage our pupils to express their feelings verbally when responding to a piece of music. Where pupils are sensitive about expressing their feelings, we support them appropriately so that they have the confidence to do so.
- Moral - where children have presented their own work, we ensure fair and objective assessment and evaluation of their composition. Improving on their performances requires self-discipline, resilience and commitment which we foster here in school.
- Social- children engage in group tasks to encourage a sense of unity and collaboration, enabling them to be aware of their own individual abilities and strengths. We also encourage the skills of independence and resilience.
- Cultural- students are given the opportunity to listen and play a wide style of music from different genres, traditions and cultures.



MONITORING AND EVALUATION

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks and pupil voice.
- The evidence of how the time has been used is then recorded on a monitoring sheet, which reviews the intent, implementation and impact document. This is then fed back to staff or referred to in future staff meetings/emails or INSETS.



Date: 26.9.22

Subject: Music

Subject Leader Monitoring

Intent - What do you want to see? What are your expectations?

Teaching should follow the curriculum plan which includes units from Charanga, composition units and preparation and performance for events. In addition, the children will experience listening to a range of music from the different musical eras, focusing on a specific composer for each period. They will also investigate the music relating to the topics they cover in geography and history, if appropriate.

Every child should have the opportunity to develop their musical potential and be nurtured and encouraged in musical development across the school.

Implementation - Evidence collected from books, media drive, planning, displays, SEND

Planning

Following a staff meeting (Jan 13th 2022), a structure was introduced for teaching Charanga units to ensure consistency in the implementation of Charanga and inclusion of vocabulary emphasis.

Composition units planned by curriculum lead.

Year 3

Sum 1 - Introduction to the recorder - Recorder Magic scheme

Sum 2 - Bringing us together - Charanga - All of new structure shown in this sheet

STAFF CPD

- Increasing staff confidence and subject knowledge has been a key part of the CPD.
- This has involved demonstration lessons from the School Liaison and CPD Coordinator, Stockport Music Service. Also Curriculum lead staff meeting input, planning support, demonstration lessons and team teaching.

ENRICHING THE CURRICULUM

At Nevill Road we want to enhance the learning of Music through extra-curricular clubs.

- Performance club
- Glee club
- Choir
- Band (in plan for September)

All children have the opportunity for instrument lessons through Stockport Music Service and Front Row Music.



ENRICHING THE CURRICULUM

Listening Diary

To expand the children's music listening repertoire and cover the history of music, we have subscribed to Naxos MusicBox. www.naxosmusicbox.com

	Autumn term		Spring term		Summer term	
Year 3	Baroque music (1600-1750) Composer – George Frederic Handel	Music from the UK	The Classical Period (1730-1830) Composer – Ludwig van Beethoven	The Romantic Era (1810-1910) Composer – <u>Pyotr Il'yich Tchaikovsky</u>	Music of Stage and Screen	The 20 th Century and beyond (1900+) Composer – Claude Debussy
Year 4	Baroque music (1600-1750) Composer – JS Bach	Music of Stage and Screen	The Classical Period (1730-1830) Composer – Franz Joseph Haydn	Music from around Europe	The Romantic Era (1810-1910) Composer – Antonin Dvorak	The 20 th Century and beyond (1900+) Composer – Benjamin Britten (The Young Person's Guide to the Orchestra)
Year 5	Baroque music (1600-1750) Composer – Henry Purcell	The Classical Period (1730-1830) Composer – Wolfgang Amadeus Mozart	Music from North America	The Romantic Era (1810-1910) Composer – <u>Edvard Grieg</u>	Music of Stage and Screen	The 20 th Century and beyond (1900+) Composer – George Gershwin
Year 6	Baroque music (1600-1750) Composer – Antonio Vivaldi	The Classical Period (1730-1830) Composer – Franz Schubert	Music of Stage and Screen	The Romantic Era (1810-1910) Composer – <u>Fryderyk Chopin</u>	Music from South America	The 20 th Century and beyond (1900+) Composer – Aaron Copland

Strengths of Music at Nevill Road Junior School

- Units of work are progressive across the school and allow for skills to be developed year to year as well as within a unit of work.
- Each unit is planned in a uniformed way, outlining key skill and vocabulary.
- Assessment is in place for Music.
- Children enjoy Music which has been displayed in pupil voice.
- The opportunities for extra-curricular music is available.



NEXT STEPS

- To develop the use of key vocabulary within Music lessons.
- To plan and develop units for each year group that teach and progress the children's understanding of notation. Investigate the scheme Kapow as a possible solution.
- Monitoring of Music lessons with a focus of key skills and vocabulary.