

## Music at Princess Frederica

### Overview

Music is a keen part of Princess Frederica. It is not just about the weekly music lesson but about how music creates a love of learning and a development of confidence in all children. Music is celebrated through assembly, through singing for parents and in competitions and in church. Other areas of music are focused on through our own specialist music teacher as well as our music team (from Brent Music Services as well as other private organisations) who work with whole classes, half-classes, small groups and individuals. We are proud of the number of children who learn instruments. Children are also encouraged to apply their musical knowledge in real life situations – for example, children play instruments in church and in Year 6, children play instruments as part of the Summer Production. We are also aware of the benefit of music for SEND pupils, and are proud of the number of these children who are learning instruments.

### Vision

- To enable every child to sing and have the opportunity to play and learn and perform on 8 instruments (claves, glockenspiel, ukulele, violin, African drums, trumpet, recorder, steel pans)
- To equip children and facilitate ensemble and collective worship (Whole Class Instrumental Tuition, singing & clergy assemblies, church services)
- Compose, arrange and perform songs
- Provide Music Theory and Aural foundations to help children as they learn other instruments
- To enable, encourage and support children learning and taking part in a range of Extra-curricular instruments and ensembles

### Intent

By the end of EYFS, children should be able to,

- Join in with action songs (Singing)
- Sing songs and chant rhymes as part of a group (Singing)
- Perform a song, as part of a class (Singing)
- Mark out the beat of a song and count the beats (Notation)
- Tap the rhythm of a song (Musicianship)
- Tap a steady beat while singing (Musicianship)
- Follow pitched instructions (ie. 'sit down' falling 5th) (Musicianship)
- Listen and follow pitched instructions ('stand up') (Listening)
- **Join in with action songs (Listening)**
- Play patterns on percussion instruments - claves and African drums (Instrumental Performance)

By the end of Year 1, children should be able to,

- sing simple songs (such as I've got a body) collectively and in unison (Singing)
- chant simple songs (such as Boom Chicka Boom) collectively and in unison (Singing)
- rhyme simple songs collectively and in unison (Singing)
- sing call and response songs (such as lemonade) (Singing)
- sing 'I'm a Train' without words with only a one word reminder at the start of each line (Singing)
- Read ♪♪ and 'z' from notation (saying ta, titi and sh) (Notation)
- **Mark out a steady beat by stepping, clapping, and playing on an instrument (Musicianship)**
- Play repeated rhythmic patterns (Musicianship)
- Imitate rhythmic patterns (Musicianship)
- Perform limited dance actions in time with the beat (Musicianship)
- Dance in time with music (Listening)
- identify parts of the violin (Instrumental Performance)

- Pluck and bow open string pieces (Instrumental Performance)

By the end of Year 2, children should be able to,

- develop an accurate pitch while singing (Singing)
- perform actions while singing (Singing)
- sing simple canons (Singing)
- sing in head voice (Singing)
- tap the rhythm and say the rhythm solfa of the songs they are playing, using ♩♪♩, taught in conjunction with glockenspiel (Notation)
- Sing the solfege and show Curwen handsigns of songs they are playing, using DRM (Notation)
- Read and play the notes EDC from the staff (Notation)
- Tap beat patterns to music - marking the time signature (Musicianship)
- Play cross rhythms on African drums (Musicianship)
- Play 4 hand positions on African drums (Musicianship)
- Compose and lead copy-cat rhythms (Musicianship)
- Play 3-note melodies on glock (Musicianship)
- Perform increasingly complex dancing sequences (Musicianship)
- sing back 2 bar phrases (Listening)
- Perform dance sequences in time to music (Listening)
- Improvise copy-cat rhythms (Composition)
- play 3 note melodies on the Glockenspiel, playing from notation (Instrumental Performance)

By the end of Year 3, children should be able to,

- Learn 2 part songs (Singing)
- Sing canons (Singing)
- Call and response songs (Singing)
- Tap the rhythm and say the rhythm solfa of the songs they are playing, using
- Read ♩♪♩♩, taught in conjunction with the ukulele (Notation)
- Sing the solfege and show Curwen handsigns of songs they are playing, using DRMFSL (Notation)
- Read and play the notes CDEFGABCD on the staff (Notation)
- Mark out the beat, rhythm & solfege of a song (Musicianship)
- Memorize and perform extended African dancing sequences (Musicianship)
- Play open string melodies on the ukulele (Musicianship)
- Play back melodies on ukulele (2 bars; up to 3 notes) (Listening)
- Perform extended African dancing sequences and respond to drum signals to change dance patterns (Listening)
- Perform action songs without singing- thus internalizing the melody (Listening)
- Compose pieces on ukulele using a beginning- middle and end; (Composition)
- Notate 3 note melodies (Composition)
- Identify parts of the trumpet (Instrumental Performance)
- Use the correct fingerings for ED&C on the trumpet (Instrumental Performance)

By the end of Year 4, children should be able to,

- Sing 3 part rounds (Singing)
- Sing verse and chorus songs (Singing)
- Start to harmonise in 2 or more parts (Singing)
- Play 3-5 note melodies on the Recorder (Instrumental Performance)
- Listen in order to improve tone on recorder
- Mark out the beat, rhythm, solfege and 'finger-stave' of a song (Musicianship)
- Play steel pans as part of a steel pan ensemble and play recorder as part of a 4-part recorder ensemble- adjusting balance, dynamics and phrasing (Musicianship)
- Play short patterns by rote on steel pans

- Listen in order to adjust ensemble balance
- arrange premade composition cards to form a piece on recorder (Composition)
- Create a melody for a given text - singing it in the Easter Production (Composition)
- perform the C major scale and several pieces on steel pans (Instrumental Performance)

By the end of Year 5, children should be able to,

- Develop their ensemble performance , phrasing, pitching and style (Singing)
- Sing in a 3 part harmony through the use of part songs and canons (Singing)
- Notate melodies (Notation)
- Read and play from a 4-part recorder score, using notes from D-D (Notation)
- Read and play music on the treble clef for recorder (Notation)
- Listen and improve tone on recorder
- Compose and notate a ternary piece for recorder (Composition)
- Play major and minor scales on steel pans (Instrumental Performance)
- Perform pieces on steel pans (with greater complexity) (Instrumental Performance)

By the end of Year 6, children should be able to,

- Sing syncopated songs (Singing)
- Sing 3 or 4 part rounds (Singing)
- Sing in an ensemble formed in different ways (singing)
- Read from a full score as part of their class band (Notation)
- Perform multi-instrument pieces as part of a class band (Musicianship)
- Listen in order to improve ensemble skills in a class band (Listening)
- improvise over a groove using repetition and contrast (Composition)
- plan, notate and perform a 4-bar pentatonic phrase (Composition)
- compose, notate and arrange music for a production (Composition)
- Perform pieces as part of a class band (Instrumental Performance)
- Learn more scales on steel pans (in accordance with the pieces being learnt) (Instrumental Performance)
- Perform pieces on steel pans (with even greater complexity) (Instrumental Performance)

### Implementation

- Weekly music lessons for all year groups
- Weekly singing assemblies for all year groups
- Half Termly concert opportunities where children play in front of parents/carers and children.
- Provision and facilitation of extra-curricular music lessons and ensembles
- Children develop their singing voices through the use of vocal warmups; modelling of stronger singers; sirens and vocalisation exercises.
- KS2 play and perform in solo and ensemble contexts.
- Whole Class Instrumental tuition incorporated into class teaching
  - Year 1 - violin, drumming and dancing
  - Year 2- Glock, drumming and dancing
  - Year 3- trumpet, ukulele, drumming and dancing
  - Year 4- recorder and steel pans
  - Year 5-recorder and steel pans
  - Year 6- class band (multi-instrument) and steel pans
- To facilitate the above lessons, classes from year 4- 6 are split in half- with each half learning a different aspect (with a different teacher), before switching half way through the year
- Other teachers are utilised to teach according to their specialism: Danny (African drumming and dancing), Krisztina (year 1 violin), Ms Gardner (year 3 trumpet) and Mr Clarke (Steel pans). This is in addition to Mr Tang and demonstrates the school's commitment to working with teachers who have specialist music expertise.

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### **Impact**

- Pupils can play different instruments
- Pupils have developed understanding of theoretical concepts which can be transferred across instruments
- Children engage in music making various context (class, concerts, collective worship)
- Pupils write and perform their own songs as part of a larger collaborative production

### **Music we play**

Singing, Claves, Ukulele, Ghanaian Drumming and Dancing, Recorder, Composition, Notation, Ensemble Skills and Steel Pans are part of our curriculum.

On top of this, violin, viola, 'cello, guitar, drumkit, singing, trumpet, trombone, French Horn, Baritone Horn, flute, clarinet, saxophone lessons take place every week with our dedicated music teachers.

### **Supporting all learners**

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides. More able children are encouraged to apply their knowledge with less confident children so they are using and applying. There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

### **Assessment**

Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the teacher focuses on the bottom 20% of the class ensuring they are supported within the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year.