

# How we teach Music at Tudor School

**TUDOR PRIMARY SCHOOL**

Spring 2022

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“Music is the universal language of mankind.”

- Henry Wadsworth Longfellow

**Together we create a happy and caring community where all our children love to learn and want to achieve.**

## **Introduction**

At Tudor Primary, we are committed to providing rich musical opportunities to inspire and instil confidence in each and every child. We understand the importance of offering memorable experiences to the pupils of our school and therefore the teaching of music allows us to provide both equal and exciting opportunities across the school.

This document sets out the ways in which Tudor Primary approaches both curriculum coverage and organisation of Music in line with the National curriculum alongside the school's thematic approach to learning. As a school, music is used widely across the curriculum which allows the children not only to deepen their understanding and appreciation of music, but to practically participate in performances and class based tasks that they may not have the opportunity to do outside of school.

## **The power of music**

Music is all around us, and is able to connect us through people and places in our ever evolving world. At Tudor primary, it allows us to bring together communities through key stage assemblies, whole school singing, seasonal performances, and day to day lessons and, through the love of listening to friends and pupils performing. By offering children a wider experience of music we are able to teach them to appreciate the great musicians of the past alongside the current therefore opening up great opportunities for talk amongst an abundance of people. Here at Tudor, the power of music is instilling confidence and value into a child, allowing them to believe that they can achieve in anything they do.

# **Intent**

**(What we aim for)**

In line with the national curriculum, we intend for all pupils to achieve the following below points throughout their journey at Tudor within our thematic curriculum:

- ✓ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ✓ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- ✓ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Within **Early Years**, the 'Development Matters' document supports the teaching and learning of music through objectives taken from 'expressive art and design'. We use this to guide us on how to teach music within this area of the school.

Development Matters Birth to three	Development matters three and four year olds:	Development matters children in Reception:	Early Learning Goal:
<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

## Implementation

(What it looks like in class/planning)

### Music in EYFS

In line with the new EYFS framework, music is no longer taught as a stand-alone subject as it is embedded within many areas of the EYFS curriculum including literacy and maths singing, nursery rhymes, play and learn and expressive art and design. It is also a great tool to support communication and language for the children alongside playing a huge part in the teaching of phonics. During play and learn sessions the children are provided with a variety of musical instruments both inside and outside) which they can explore, independently, or with peers. Instruments are also used to encourage story-telling and support with role play.



## KS1-KS2

The Department for Education (2013) suggests that 'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study'. At Tudor Primary, we meet this expectation in a number of ways.

At Tudor Primary we follow a thematically planned curriculum where each key stage has an overarching theme for a term from which the learning is based. Music fits into this approach and teachers use our school curriculum map to support their planning, ensuring the children have lessons that directly relate to other areas of learning.

Year A			Year B		
Autumn	Spring	Summer	Autumn	Spring	Summer
KS1					
Homes under the Hammer	Spring From Field to Fork	Summer Seaside Rescue	Toy Stories	Spring Wings, Waves and Wheels	Summer Turrets and Tiaras
Rock and Roll	Country	Reggae	Pop	Classical	Fanfare
Lower KS2					
Buried Treasure	Crime-Busters	What a Wonderful World	Is it Right to Fight?	Up Pompeii	Tomb Raiders
Body percussion	Theatrical	Brazil-Samba	Jazz/Swing	Classical	Pop
Upper KS2					
Raiders and Traders	Extreme Environments	Step Back in Time	A Whole New World	Spaceship Earth	It's all Greek to Me
Blues – Protest	Brazilian Samba	Best of the British	Rock and Roll	From the planets/ Star wars	Pop

At Tudor Primary, you will find the coverage of each area of Music is clearly shown in each year group's termly overview. You will find the lesson objective in line with the suggested 'sequence' of lessons, along with the focus of the lesson. This is then highlighted termly and annotated to evidence coverage.

The overview however does differ in Year 3 and 5 as we offer external music cover where the children have the opportunity to learn how to play an instrument. In Year 3 the children learn to play the recorder by a visiting music teacher (through the Herts Music Service). This includes introducing the children to notation, learning notes on the recorder, improvising, composing and performing.

In Year 5, we have drumming workshops delivered by 'Sound box Academy'. During these sessions, children are exposed to different genres and the history behind them, whilst still following the objectives for their year group.

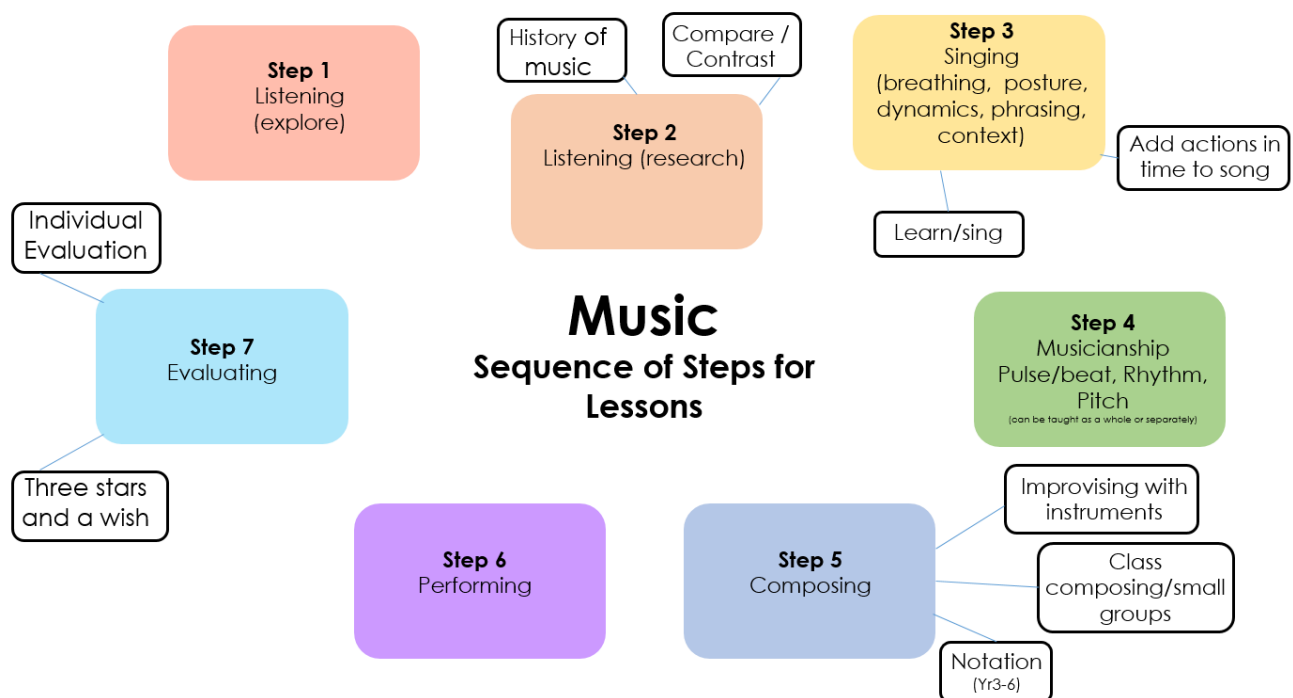
Year 4 Summer 1 - Music
<b>Listening</b> <i>LO: To listen critically and expand knowledge on a range of Brazilian Samba Music</i>
<b>Listening: Research</b> (Singing Assembly) <i>LO: To research the origin of Brazilian Samba music.</i>
<b>Composing –Improvise</b> <i>LO: To create Brazilian samba style music to suit a scenario.</i> <i>Key Vocab:</i> Fast, Slow, louder, quieter, getting faster, getting slower, getting louder, getting quieter
<b>Composing – Compose</b> (Singing Assembly) <i>LO: To compose a piece of music in the style of Brazilian Samba using notation</i> <i>Key Vocab:</i> minim, crotchet, crotchet rest, paired quavers and rests

## Sequence of music:

There are 4 key areas of Music, **Singing, listening, composing and performing/instrumental performance**, all of which when taken together, contribute towards the steadily increasing development of musicianship.

To encourage fidelity throughout the school, a sequence of termly lessons has been developed which covers the main objectives set by the national curriculum. The use of this sequence also allows for teachers to remain creative when planning within the sequence and they are able to adapt the approaches to allow for creativity. It also allows for the lessons to be taught in a slightly different order, for example: the singing lesson can be moved to fit in with class assembly practice.

## Our Sequence of lessons:



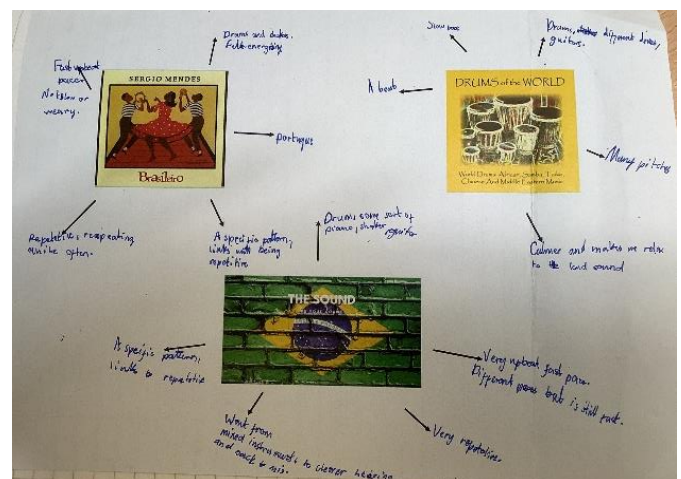
## What a sequence might look like: (Year 4 example)

### Step 1- Listening

LO: To listen critically and expand knowledge on a range of Brazilian Samba music pieces.



During this lesson, the children listened to a range of Brazilian Samba style music from the thematic overview, and discussed what they noticed from their first exposure of the music, how it made them feel. They identified the similarities between the pieces and drew out the instruments used in each piece.





## Lesson 2 – Listening (musical research)

LO: To research the origin of Brazilian Samba music

**Brazilian Samba Music**

What is Brazilian Samba music?

Samba is a type of popular music with roots in African traditions. Samba music is distinct for its characteristic rhythmic patterns, emphasis on melody, relatively simple harmonic use of instruments, and Portuguese lyrics.

Where does Brazilian Samba music originate from?

The origins of Samba are linked to African dancing music. When people were transported to Brazil, they brought their culture with them.

What year was Brazilian Samba music founded?

Samba style developed in the 1930s.

Where is the carnival held that you would hear Brazilian Music played?

You would hear it in Rio de Janeiro.

What is used to signal people within samba music?

The signals are played on a whistle, called the Apito apito.

**Percussion Instruments**

What is a:

Repinique: A small high pitched drum played with hand <sup>stick</sup> ~~stick~~.

Agogo: Metallic bells with two pitches played with a stick.

Caxa: A hand-held shaker.

Caba: A drum with springs underneath that vibrate when the skin of the drum is struck.

Surdo: A large drum played with a stick.

Tamborim: A small high pitched drum played with a stick/beater.

Reco-Reco: A scraper of African origin.

Frigideira: A frying pan instrument.

LO: To research the origin of Brazilian Samba music

\*I can understand what Brazilian Samba music is.

\*\*I know what year Brazilian music was founded.

\*\*\*I can understand and know the meaning of various words related to Brazilian Samba music.

In Lesson 2 the year 4 class explored the context of the music, they looked at the traditions and history of where it came from to give them a wider understanding of Brazilian Samba. The used computers and iPads to research and were able to talk about many examples!

*'I am really enjoying this new style music lesson because I feel like I got to know the music more than just what I can hear and I found it really interesting!'*

–Year 4 child

## Lesson 3 – Composing (improvisation)

LO: To create Brazilian samba style music to suit a scenario.

\*I can identify instruments played within a samba band.

\*\*I can create improvised pieces of music.

\*\*\*I can think about incorporating terminology learnt.

**Composing - improvising**

In your table groups, improvise with your instruments to create music to relate to this scenario. It has to be in the style of Brazilian Samba and consider the music terminology below.

Scenario: The glowing sun rising in the morning over the rainforest

Fast	Slow	Louder	Quieter
Getting faster	Getting slower	Getting louder	Getting quieter

This was a practical lesson where the children were able to make a choice of what instruments to use, and experiment with it to create a piece of music to fit the brief 'The glowing sun rising in the morning over the rainforest'. The children were then able to discuss why they chose the instrument and then begin to create some notation for their piece.

One of the Year for children said 'I chose the rainmaker slowly and we used this at the begging middle and, end of our performance to represent the relaxing falling of the rain getting quieter and quieter'.

*'Brazilian samba music is so vibrant that I just makes me want to dance. I have never heard it before and not every time we listen to it I can feel my body moving and my smile coming out!'*

–Year 4 child

## Lesson 4 – Composing and notation

Compose a piece of music for the carnival scene to be used in the Disney film, Rio.



In this lesson children were able to follow a hook to create a piece of music. In groups they came up with a small performance using both instrument and body percussion.













## Lesson 5 – Notation

Following lesson 4, they came up with some notation to keep track of their piece. They also were able to learn and recognise some of basic notation and follow this.













Instrument













Notes and Rests

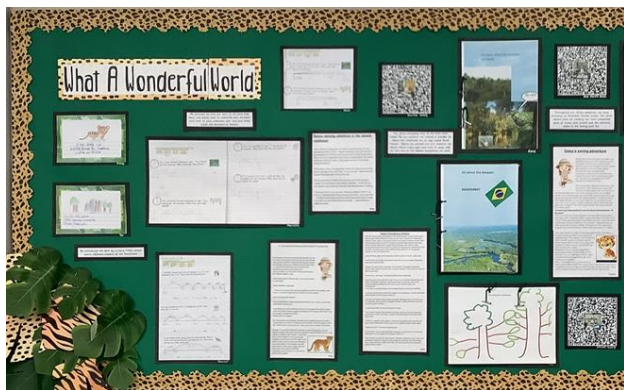
Note	Rest	Name	Beats
	 <small>Its duration depends on how many beats are in the bar.</small>	semibreve	4
		dotted minim	3
		minim	2
		crotchet	1
		quaver	$\frac{1}{2}$
		semiquaver	$\frac{1}{4}$


Notes and Rests

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		quaver	$\frac{1}{2}$
		semiquaver	$\frac{1}{4}$


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		quaver	$\frac{1}{2}$
		semiquaver	$\frac{1}{4}$

## Lesson 6 – Performance













This children performed their group pieces to one another. In this lesson, the children recorded their work on SeeSaw, and the class teacher displayed the QR Code for the videos up in the classroom. With the children having the opportunity to share their performances, they spoke of a real sense of achievement.

## Lesson 6 – Evaluating the performance

The children were able to watch back their performances and consider the questions shown on the sheet. Having the key vocabulary accessible to the children, allowed them to have a musical discussion using subject specific language.

What I liked about my groups composed piece of music is \_\_\_\_\_

What I didn't like my groups composed piece of music is \_\_\_\_\_

					
Notation	fast	slow	getting faster	Getting faster	Getting slower
					
loud	quiet	getting louder	louder	getting quieter	quieter

*'I feel so proud of my groups performance, I really liked showing it off to the rest of the class and them telling us that they enjoyed the change of tempo in the middle of the piece when it slowed down and then got faster really quickly'*

–Year 4 child

## **Progression from Year 1 to Year 6**

Tudor Primary aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding through exploring different genres and areas of music each year, and building on them. Upper Key Stage 2 will begin to learn



about staff notation which not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at Tudor Primary, preparing the children for future musical learning opportunities. Teachers are able to make reference to our 'Tudor ARE Across the curriculum' document of which is accessed via our staff drive to ensure that they have a good understanding of what the progression for each year group looks like. This document clearly sets out the expectations for each year group.

## **Assessment of Music**

At Tudor school we use 'Feedback Sheets' to record how children have responded to the lesson. The feedback sheet clearly shows how well children have accessed the lesson and if they have achieved their learning objective. The feedback process at Tudor also offers teachers the opportunity to note down any misconceptions, key vocabulary and to evaluate practice, all of which can feed into the following lessons planning. Teachers also assess the children's learning at the end of each term, this information is placed on our own school assessment system 'Target Tracker'.

## **Music Across the school/ additional opportunities**

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger.

A real strength of ours at Tudor Primary is celebrating the diversity of our pupils. In Music, we offer the choice for all pupils to recognise their creative potential through in class teaching and extracurricular activities. The

National Curriculum Inclusion Statement states that 'teachers should set high expectations for every pupil, whatever their prior attainment.

['Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense](#)



of achievement. As pupil's progress, they should develop a critical engagement with music, allowing them to compose, and listen to with discrimination to the best in the musical canon.

- **National Curriculum 2014**

At Tudor school we have a good relationship with the wider community and therefore are able to offer something extra in the form of music to each year group.

- Rocksteady band practice is an opportunity offered across all year groups. This allows children to get together and create their own rock band, where they can then perform at the end of the term in a concert to parents and school friends.
- We offer music lessons for a wide range of instruments such as; clarinet, saxophone, trombone, recorder and flue. We also offer violin and drumming lessons.
- In Year three we have a Herts Music Service teacher that offers recorder lessons on a weekly basis, covering all areas of the year three music curriculum.
- In Year 5 Children have weekly drumming lessons with Sound Box Academy.
- As we move into key stage two, year 5 and six take part in a termly drumming workshop where the children are taught various percussion skills alongside reading and writing music notation.
- As a school, we provide the children the opportunity to perform in termly class assemblies, whole school concerts and other holiday events where children may sing or play an instrument.
- Music assemblies in Key stages fortnightly.



*'I always look forward to music assembly! They are so much fun and I get to learn a new song that I can sing at home to my family '*

*—Year 1 child*

## **Resources**

At Tudor we have a variety of musical instruments to provide numerous opportunities for ALL children to be able to play. Our aim is to ensure that our Music resources are easy to access by both children and teachers. It is important to us at Tudor to have a wide range of instruments and enough to share around a class during a lesson as we believe that this

encourages and inspires children to do well moreover offering them a memorable learning experience.

Located in our Key stage 2 Building we have a music storage cupboard. Here at Tudor we believe that if our resources are easily accessible, stored and organised effectively, teachers have the ability for focus on the planning and teaching of a good quality lessons.

Each year group has one copy of the Anne Bryant Music scheme to share, of which can add to inspiration and offer guidance and support for planning music lessons.

The subject lead keeps a record of the instruments kept within school and monitors the storage of the resources.

## IMPACT

(Discussion of example/outcomes and how this is used)

### **Monitoring Teaching and Learning in Music**

It is the Music subject leader job, alongside the leadership team, to monitor the teaching and learning of Music to ensure that planning and delivery of content are effective and that there is clear fidelity and progression in learning within all areas of the subject. The [Music Lead Action plan](#) identifies the key priorities for the year with a target of completion.

Regular check in conversations with staff will help to identify any areas of support needed, of which can be addressed to the team via email or staff meeting alongside the sharing of good practice and examples of work.

Each Term the music subject lead checks the curriculum overviews of each year group to see the planned delivery of music lessons. Alongside this, the subject lead will complete drop in sessions to music lessons across the school and pupil voice questionnaires to gather evidence of impact.

Staff will record performances via apps such as seesaw and save them in the [Music Evidence file](#) throughout the teaching year so that there is a consistent bank of good practice and expected outcomes.

