



Subject Story

Music

At Morden, the core objective of music education is to cultivate an appreciation for musical quality, fostering confidence, independence, and ownership. Music is viewed as a powerful form of communication, blending intellect and emotion to encourage personal expression, reflection and emotional growth. Lessons are interactive and skill-focused, allowing students to explore sound and key vocabulary. They are encouraged to collaborate, take risks, and refer to high-quality examples. The curriculum integrates with other subjects and reinforces learning through themes. The curriculum, based on the Charanga scheme, is supplemented with original compositions and popular songs. Assessments cover a range of skills and vocabulary use. Students enjoy and excel in music, showcasing their understanding through composition, performance, and appraisal. Instruments are readily available for learning, and singing is embraced as a means of personal expression and cross-curricular learning. Performance opportunities abound, from Christmas events to rock shows.

The National Curriculum states:

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 pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The National Plan for Music Education states:

Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.

If you were to walk into Music lessons at Morden, you would see:

- . Reference back to the Charanga planning summary – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities. Reference to the vocabulary relevant to each particular lesson.
- . Retrieval practice – giving learners the chance to consolidate previous skills and knowledge.
- . Music teaching of a high quality across the school.
- . EYFS using short enjoyable music session inc. songs and rhymes sung daily.
- . Singing used as an instrument for all children to access a range of musical concepts.
- . Children engaged in music learning that enables creativity, teamwork, performance and appraisal.
- . Percussion/tuned instruments and iPads used to access a range of music learning.
- . Children rehearsing and performing songs from the current unit of work.
- . Inclusivity – learning that is accessible to all.

Pupil Voice:

Year 1: In enjoy singing and listening to music, especially when we use drums and shakers.

Year 2: I like learning the different styles of music and when we get to dance to them too.

Year 3: It's interesting learning about the composers. Bob Marley was my favourite composer.

Year 4: Our teacher is good at showing us how to sing and play the glockenspiel correctly. We use music vocabulary when we talk about the music too.

Year 5: Music features in lots of lessons, singing songs to help with learning and in PE to organise our gymnastics and dance. We use Charanga in music lessons and use the song we learn to write our own one with similar features.

Year 6: We learn about melody, rhythms, pitch and being creative. I like how we get to perform and record our work to see what went well and what needs editing. Studying different styles is important, to explore cultures, languages and instruments.

Examples of learning



Composing using glockenspiels



Visiting music workshop



EYFS exploring musical instruments



Performing in the KS2 Musical



KS1 & KS2 Rocksteady



Cultural Celebrations Music Performance

An example of skills and knowledge progression within our Music curriculum

Spring	Skills	Knowledge	Vocabulary
Y1	<p>In The Groove Listening and appraising. Finding the pulse. Identify the style of music listened to. Clap rhythms and compose your own. Singing together in time to the pulse. Play an instrument using CD. Improvise using CD. Compose using CDE. Performing and evaluating inc. feelings.</p> <p>Round And Round Listening and appraising. Recognise 2 more instruments. Use imagination to find the pulse. Clap rhythms using syllables. Sing a song using actions. Play an instrument using DFCD. Improvise using DE. Perform and evaluate.</p>	<p>In The Groove Understanding the musical features of Blues, Latin, Folk, Funk, Baroque & Bhangra. How to be 'in the groove' with different styles of music. Knowing the value of crotchets.</p> <p>Round And Round Understanding the musical features of Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up & Latin fusion. Understanding pulse, rhythm and pitch in different styles of music. Knowing the value of semibreves, minims and crotchets.</p>	<p>In The Groove Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p>Round And Round Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p>
Y2	<p>I Wanna Play In A Band Listening and appraising. Finding the pulse. Recognising a selection of instruments from music listened to. Freestyling finding the pulse. Clap rhythms using syllables. Play in instrument in time using DGFC. Compose a simple melody with simple rhythms using FGA. Perform and evaluate.</p> <p>Zootime Listening and appraising. Identify the pulse and style when listening to music. Identify the instruments being played. Copy and composing rhythms. Pitch matching through singing, while dancing. Play, improvise and compose with instruments using CDE.</p>	<p>I Wanna Play In A Band Understanding the musical features of Rock. Assuming roles to play together in a band, in a particular style. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing the value of Minims, Crotchets and Quavers.</p> <p>Zootime Understanding the musical features of Reggae. Knowing that pitches are high and low sounds. Knowing a selection of instrument names and sounds linked to a style. Knowing that dynamics are the degrees of volume. Knowing the value of Minims, Crotchets and Quavers.</p>	<p>I Wanna Play In A Band Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Zootime Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
Y3	<p>Three Little Birds Listening and appraising. Identify a piece's structure, instrumentation and voices. Inventing rhythmic and melodic patterns. Play instruments using GAC. Improvising using CD. Composing using simple rhythms and CDEGA (Pentatonic scale) Performing and evaluating.</p> <p>The Dragon Song Listening and appraising. Identifying instrument names from listening. Identifying song themes with cross curricular links. Explain how a song tells a story. Copying and composing rhythms. Playing, improvising and composing reading notation and pitches GAB. Performing and evaluating.</p>	<p>Three Little Birds Understanding the musical features of Reggae. Understanding the pentatonic scale. Knowing what rhythmic and melodic patterns are. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Knowing the value of Crotchets and Rests.</p> <p>The Dragon Song Understanding the musical features of Funk and World Music. Knowing PSHE themes within songs. Knowing a selection of instrument names and sounds linked to a style. Exploring the theme of happiness. Understanding the difference between composing and improvising. Knowing the sections of a song structure. Knowing the value of Minims & Crotchets</p>	<p>Three Little Birds Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p> <p>The Dragon Song Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>

Successes in 2022-2023

- Pupil voice shows progress in pupils recall and retrieval of key vocabulary.
- Music taught by class teachers to ensure regularity and consistency of lessons.
- Assessments rolled out in the Autumn Term to support the efficiency of monitoring.
- Charanga scheme of work used across the school to teach music.
- Pupil voice proves a developing confidence in explaining basic vocabulary such as pulse, rhythm, tempo etc.
- Music performances took place as part of Morden Primary's Cultural Celebrations Week, King's Coronation, Christmas performances, Rock Steady and School Musical, giving opportunities for children across the whole school.
- Subject Lead attended Music Lead Meetings.

Priorities for 2023/2024

- Essential music skills embedded in Music lessons across all year groups.
- Evaluation through listening, singing and instrumental work in Music lessons across all year groups.
- Review Music progression map to make clear the progression of skills and knowledge across KS2.
- Support inclusivity and diversity within the Music curriculum.
- Staff meetings to share good practice and support teaching and learning of Music.
- Children will be able to create compositions using their understanding of instrumentation, rhythm, pitch and harmony.
- Music photo/Video evidence consistently saved on the school system for subject monitoring.
- Children taking more responsibility for the maintenance of the musical instruments.

Ambitions for Music at Morden Primary School

- Children to produce confident performances and creative work at the end of each unit of work, showcasing and application of skills and knowledge learnt.
- A selection of small group or 1:1 lessons within school from visiting instrumental teachers.
- School Choir.

Some websites you might find particularly interesting

BBC Bitesize KS1: <https://www.bbc.co.uk/education/topics/zw2ntv4/resources/1>

BBC Bitesize KS2: <https://www.bbc.co.uk/education/topics/zcbkcj6/resources/1>

Classic F.M.: <http://www.classicfm.com/>

The School Run: <https://www.theschoolrun.com/other-subjects/music>

Charanga: www.charanga.com