



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.

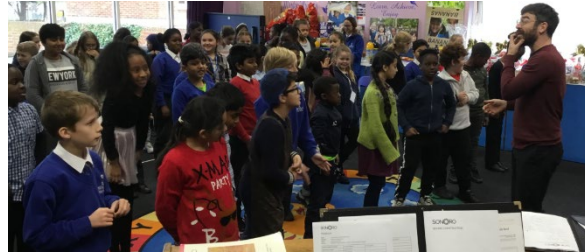
Year 5: Music features in lots of lessons, singing songs to help with learning and in PE to organise our gymnastics and dance. We use Charanga in music lessons and use the song we learn to write our own one with similar features.

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

DISCIPLINARY KNOWLEDGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Listening and appraising	Listening and appraising. Identify 2 or more instruments. Identify the style of music listened to.	Listening and appraising. Find the pulse. Recognising all of the instruments from music listened to.	Listening and appraising. Finding the pulse. Identifying instruments, structure and voices by listening. Identifying song themes with cross curricular links. Explaining how lyrics tell a story.	Listening and appraising. Identifying instruments, structure and voices by listening.	Listening and appraising. Identifying a piece's structure. Identifying voices and instrument from listening, including which are lead and rhythm section. To use selected vocabulary and identify changes in tempo, dynamics and texture.	Listening and appraising. Identifying instruments, structure, style indicators and musical dimension that they hear.
Singing, playing and composing	Playing an instrument using combinations of: C,G C,D D,E,F,G,A D,F,G,A,C C,E,G E,G,A	Playing an instrument using combinations of: G,A,B,C E,F,G,A,B,C G,A,B G,F,C C,D,F C,D E,G,A,B C,D,E,F,G,A,B	Playing an instrument using combinations of: C,F,G E,F,G,A,B,C D,E D,C D,E,F C,D,E C,A C,D,E,G,A,Bb G,A,B G,A,C	Playing an instrument using combinations of: G,A G,A,B,C C,D,E C,D,E,F,G E,F,G G,A,B,C,D,E G,A,B,C C,D,E,F,G	Playing an instrument using combinations of: DEF#G DEF#GABC BAG DEGAB EFGABC BCDEFG GA CDEFGA FG	Playing an instrument using combinations of: AGB GABCDE EFGAbBbCD CDEF DEFGABC

Successes in 2023-2024

- Assessments consistently used to support the efficiency of monitoring.
- Charanga scheme of work consistently 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, Christmas performances, Rock Steady and School Musical, giving opportunities for children across the whole school.
- Subject Lead attended Music Lead Meetings.
- Subject lead introduced early stages of written music composition templates for lessons (Scaffolded recording of music notation) which was received very well in a staff meeting.
- A new format of the progression map achieved.
- Musical instruments tidied, organised and maintained.

Priorities for 2024/2025

- Essential music skills embedded in Music lessons across all year groups.
- Lead to design a template and model to staff. At least one written listening appraisal to be found in each child's music folder at the end of each unit (KS2).
- Continue to support inclusivity and diversity within the Music curriculum.
- Children to explore using composition templates for difference key stages – rhythmic / melodic with evidence found in music folders across KS1/KS2.
- Music photo/Video evidence consistently saved on the school system for subject monitoring.
- To create a folder with WAGOLL videos as evidence for class teachers to know what to record for video evidence.
- To repair a selection of instruments inc. glockenspiels, drums and triangles.
- Some school trips to have a music theme i.e.: music performances, music studio etc.

Ambitions for Music at Morden Primary School

- Children to produce confident, skilled 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 school trips to have a music theme i.e.: music performances, music studio etc.
- By the end of KS2, children will have an excellent grasp of music vocabulary, a growing knowledge of instruments and music from around the world and music notation.

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