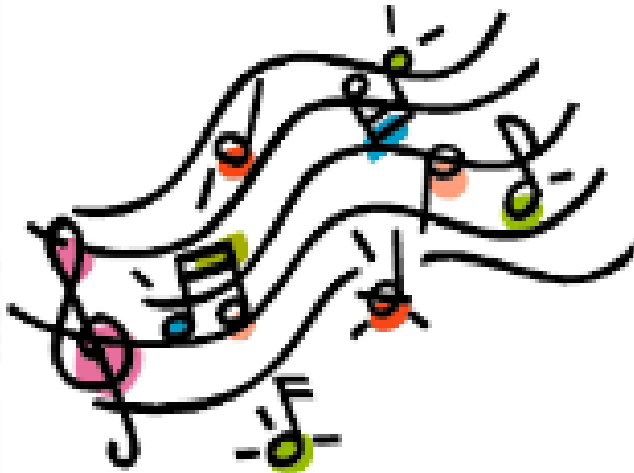


Music at Worth Valley Primary School



Why we teach Music at Worth Valley Primary School

At Worth Valley Primary School music provides a soundtrack to our lives and plays a pivotal role in recalling our most treasured memories. Music lessons at Worth Valley Primary School are engaging and inspiring. Children are provided with high-quality music sessions which increase children's self-confidence, creativity and sense of achievement. Our exciting music programme ensures the children enjoy a range of activities including; singing, playing instruments, evaluating, analysing and composing music. This is a skills-based cyclical curriculum which allows continuity from EYFS through to Year 6. All children experience music from across a wide variety of historical periods, styles, traditions and musical genres.

Our Values

One team	Respect	Trust	High expectations	Community
<p>In Music we work collaboratively which require effective cooperation and dedication. Children learn to value each others input, sharing ideas and creative abilities towards shared goals in singing, composing, playing and performing. They celebrate achievements together, learning from each other's strengths and building a supportive environment that enhances teamwork and prepares them for future challenges.</p>	<p>Respect in Music is fostered by acknowledging and appreciating each other's contributions, actively listening to diverse genres, valuing differences, and providing constructive feedback. Creating a supportive and inclusive environment ensures that everyone feels respected and encouraged to contribute their best efforts.</p>	<p>Trust in Music is developed as children rely on each other to fulfill their roles and responsibilities. It involves believing in the capabilities and intentions of team members and maintaining integrity in collaborative efforts. Establishing trust creates a cohesive environment where children feel confident in sharing ideas and working together towards common goals.</p>	<p>High expectations in Music drive students to strive for excellence in their creative endeavours. It challenges them to set ambitious goals, persevere through challenges, and consistently deliver their best work. Setting high standards encourages students to push their boundaries and achieve impressive outcomes in their musical performances .</p>	<p>Music connects students with the world and provides them with a soundtrack to their memories. It emphasizing collaboration and practical skills. It is a source and can build strong community ties and foster a feeling of hope and community both locally and globally.</p>

Key Concepts

The key concepts in Music are covered in every topic, children will use and understand the key concept being taught which will help them to develop a love of music. The key concepts identified in Music are:

<u>Composition</u>	<u>Notation</u>	<u>Appraisal</u>	<u>Interrelated dimensions of sound</u>	<u>Emotional response</u>
The process of creating a piece of music involves thinking about how it will be constructed and what emotional effect it will achieve even before it exists.	Notation refers to the system used to visually represent music through symbols, helping students read, write, and perform music. Children will learn about different types of musical notation, enabling them to understand how to interpret and create music.	To carefully look at a piece of music and assess its merits, shortcomings and emotional effect.	The key elements that make up music. These dimensions help children understand how different sounds are created, combined, and organized in music. These include; pitch, duration, dynamics, tempo, timbre, notation, texture and structure.	How big or small something is or how much there is of something. We use measurements to compare, order, and describe things accurately.

Second order concepts

chronology	similarity & difference	significance
Chronology refers to the study of the order and timing of musical events, styles, and composers throughout history, helping to understand how music has evolved over different periods.	Similarity and difference is about noticing what is the same and what is different between things.	Significance is about understanding why something is important.

Curriculum Delivery

Music in our Early Years setting is interweaved with their everyday learning to embed its relevance and benefit to their understanding of the world around them. All children from Year 1 to Year 6 participate in a weekly music lesson. The children are able to immerse themselves in a wide range of musical genres, historical figures, instruments and the unique language of music itself. During these lessons students engage in various activities aligned with their age and developmental stage.

Following the KAPOW scheme of learning, they explore concepts such as composition, the interrelated dimensions of sound and learn to play and appraise musical pieces. Each year progresses through age-appropriate lessons that build upon skills and knowledge learned in previous years.

By integrating KAPOW into our Music curriculum we ensure that all students have equitable access to practical experiences with instruments that foster creativity and a sense of achievement. Our curriculum not only fosters engagement and enthusiasm for music but crucially provides them with a means of expressing and regulating their emotions.

Curriculum Coverage

Our curriculum coverage in Music is based on a long-term plan from KAPOW which ensures that skills are progressively built from Year 1 through to Year 6 and begins with EYFS embedding the musical tenets of Every Child Matters document. This approach provides children with the necessary musical understanding and skills to thrive and develop a love of music. To encourage this, the children enjoy a weekly singing assembly and Year 3 have had the opportunity this year to learn how to play Samba drums in a 40- minute session each week which is taught by a specialist teacher.

Long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Pre School	<p>At Worth Valley Primary School, music plays a vital role in the early development of our preschool children, fostering creativity, communication, and social skills. Through engaging, playful activities such as singing, movement, and instrument exploration, children are encouraged to express themselves and build confidence in a supportive environment. Music not only helps develop key skills like listening, coordination, and language but also promotes emotional well-being and teamwork. By introducing children to diverse sounds, rhythms, and cultures, our preschool music program nurtures a love for music while supporting the holistic development of every child.</p>					
Nursery						
Reception	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)

Long-term plan

Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Fingal's Cave)	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)

EYFS end points

In our early years setting, music end points focus on key developmental milestones that children are expected to achieve through musical activities. By the end of this stage, children should be able to listen attentively to a variety of music, recognizing different sounds, rhythms, and instruments. They should demonstrate the ability to follow simple beats, showing coordination through clapping, tapping, or dancing. Singing familiar songs from memory with an increasing sense of pitch and rhythm is also an important end point. Children should have explored a range of instruments and sounds, showing curiosity and creativity in their experimentation. Music supports social and emotional development, so children should be able to participate in group music activities, sharing, taking turns, and expressing their emotions through music. They should also respond to music with movement, expressing themselves physically through dance or actions that match the song. Creative thinking is encouraged as children begin to create their own songs, rhythms, or sounds. Additionally, children should develop an understanding of music from different cultures and styles, promoting respect for diversity and broadening their worldview. These end points ensure a well-rounded musical foundation, enhancing their overall cognitive, social, and emotional development.

Year 1 end points

In line with the Kapow Primary music scheme, the Year 1 end points focus on developing key musical skills that lay the foundation for further progression. By the end of Year 1, children should have achieved the following in music:

1. Listening and Appraising:

Children should be able to listen attentively to a variety of music and recall key features such as dynamics (loud/soft), tempo (fast/slow), and pitch (high/low). They should be able to discuss simple aspects of the music, expressing opinions using basic musical vocabulary.

2. Singing:

Children should sing simple songs and chants in tune, showing growing vocal control. They should demonstrate an ability to maintain pitch and rhythm, singing with confidence in unison with others. Children should also be able to perform actions or movements that match the songs, building their coordination and memory.

3. Rhythm and Beat:

Children should be able to keep a steady beat and follow simple rhythmic patterns using body percussion (e.g., clapping) or untuned instruments like tambourines or drums. They should understand the difference between a beat and a rhythm, participating in activities that build their sense of timing.

4. Playing Instruments:

Children should have experience playing both tuned and untuned instruments, experimenting with different sounds. They should follow simple instructions to perform in small groups, demonstrating early ensemble skills.

5. Creating and Composing:

Children should be able to create simple rhythms or melodies, using instruments or their voices. They should experiment with sound, composing short sequences and arranging them into basic patterns.

6. Performance:

Children should participate in group performances, following conductor cues and performing confidently with others. This helps build teamwork and communication skills through music.

Year 2 end points

Year 2 end points focus on expanding musical skills developed in Year 1 and introducing more complexity in understanding and performance. By the end of Year 2, children are expected to achieve the following:

1. Listening and Appraising:

Children should be able to listen attentively to a wider variety of music and describe it using more specific musical terminology, such as tempo, pitch, and dynamics. They should begin to identify instruments and styles, discussing how the music makes them feel and expressing preferences with increased confidence.

2. Singing:

Children should sing songs with greater accuracy in pitch, demonstrating control over their voices. They should be able to sing in unison with others, maintaining a steady tempo and rhythm. Children may also start learning to sing rounds or simple harmonies, showing more confidence and vocal independence.

3. Rhythm and Beat:

Children should confidently maintain a steady beat and follow more complex rhythmic patterns using body percussion or untuned instruments. They should understand the difference between beat and rhythm and be able to clap or play simple rhythms in time with a group.

4. Playing Instruments:

Children should be able to play tuned and untuned instruments with increasing accuracy, following basic notation or instructions. They should participate in ensemble work, learning to listen and play in time with others.

5. Creating and Composing:

Children should create simple compositions by arranging rhythms and melodies. They should experiment with structure and timbre, showing creativity and the ability to organize sounds into sequences.

6. Performance:

Children should participate in performances, either singing or playing instruments, showing improved confidence, teamwork, and the ability to follow conductor cues or musical notation.

Year 3 end points

Year 3 end points focus on building more advanced musical skills, introducing notation, and enhancing performance capabilities. By the end of Year 3, children should meet the following key milestones:

1. Listening and Appraising:

Children should be able to listen carefully to a range of musical pieces and identify musical elements such as tempo, dynamics, pitch, and timbre. They should describe how music is structured (e.g., verse and chorus) and begin to recognize how different instruments are used in a piece. They can also express preferences and explain how the music makes them feel.

2. Singing:

Children should sing songs with greater control over pitch, rhythm, and breathing. They should be able to sing in unison with others and begin to experiment with simple harmonies or rounds. Their vocal performance should demonstrate confidence, clear diction, and attention to dynamics (loud and soft).

3. Rhythm and Beat: children should maintain a steady beat and confidently perform more complex rhythmic patterns. They should demonstrate an understanding of how rhythm and beat work together and be able to play or clap these rhythms in time with others.

4. Playing Instruments:

Children should play tuned and untuned instruments with accuracy, following basic musical notation (e.g., crotchets and quavers). They should perform as part of a group, listening to others and keeping in time with the ensemble.

5. Creating and Composing:

Children should create simple compositions using both melody and rhythm. They should experiment with structure, using repetition and contrast, and be able to organize their musical ideas into a clear sequence.

6. Performance:

Children should participate confidently in group performances, showing an ability to follow conductor cues or notation. They should display teamwork, musicality, and growing independence in their performances.

Year 4 end points

Year 4 end points focus on build on the provision in Year 3, continuing to develop more advanced musical skills and recognition notation, and enhancing performance capabilities. By the end of Year 4, children should meet the following key milestones:

1. Listening and Appraising:

Listen to and evaluate a range of music, identifying specific musical elements such as dynamics, tempo, and structure, and express preferences with reasons.

2. Singing:

Sing a variety of songs with accurate pitch and good control, including rounds and harmonies, while maintaining a steady tempo and rhythm.

3. Rhythm and Beat:

Confidently perform and compose complex rhythmic patterns using body percussion and untuned instruments, demonstrating an understanding of beat versus rhythm.

4. Playing Instruments:

Play a variety of tuned and untuned instruments with increased accuracy and expression, following musical notation and working collaboratively in ensemble settings.

5. Creating and Composing:

Compose and arrange music that includes distinct rhythms and melodies, experimenting with structure, timbre, and dynamics to create interest and contrast.

6. Performance:

Participate in group and solo performances, demonstrating confidence, musicality, and the ability to respond to conductor cues or notated music. These end points outline the key skills and knowledge that Year 4 students are expected to achieve in the Kapow music curriculum, building on their previous experiences while introducing more complex musical concepts.

Year 5 end points

In Year 5, the Music curriculum focuses on further developing students' musical skills and understanding. Here are some common end points for Year 5:

- 1. Advanced Performing Skills:** Students can perform more complex pieces on their chosen instruments, demonstrating increased control, accuracy, and expression. They should be able to play in different styles and adapt their performance to suit the context.
- 2. Vocal Techniques:** Pupils can sing in two or more parts, demonstrating harmony and blending their voices effectively with others. They should show a good understanding of dynamics, phrasing, and articulation in their singing.
- 3. Composition:** Students are able to create more structured compositions, using a range of musical elements such as melody, harmony, and rhythm. They can notate their compositions using standard notation and present their work to the class.
- 4. Listening and Analysis:** Pupils can analyze a variety of musical pieces, identifying specific musical elements and discussing their impact. They should be able to articulate the mood, style, and cultural context of the music they listen to.
- 5. Music Theory Knowledge:** By the end of Year 5, students should have a deeper understanding of music notation, including the ability to read and write music in different clefs. They should be familiar with more complex rhythms, time signatures, and musical symbols.
- 6. Improvisation Skills:** Students can improvise melodies and rhythms with confidence, using a range of scales and modes. They should be able to respond creatively to given musical prompts and work collaboratively in improvisational settings.
- 7. Exploration of Genres:** Children should explore and discuss various music genres, including their historical and cultural significance. They should be able to compare and contrast different styles and identify key characteristics of each.
- 8. Collaborative Projects:** Pupils demonstrate strong teamwork skills, contributing ideas during group compositions and performances. They should show respect for differing opinions and work together to achieve a common musical goal.
- 9. Performance Opportunities:** Students are encouraged to participate in school performances or community events, gaining experience and confidence in sharing their musical talents with an audience.

These end points aim to build on the foundational skills established in earlier years, encouraging creativity, collaboration, and a deeper appreciation of music.

Year 6 end points

In Year 6, the Music curriculum emphasizes refining musical skills and preparing students for secondary education. Here are common end points for Year 6:

- 1.Enhanced Performing Skills:** Students can perform a range of music pieces with confidence and expression on their instruments, showcasing their ability to adapt to different styles and genres. They should be capable of performing in small groups or as soloists.
- 2.Advanced Vocal Techniques:** Pupils can sing in harmony, demonstrating an understanding of part-singing and blending their voices effectively with others. They should show control over their vocal techniques, including dynamics and phrasing.
- 3.Composition Mastery:** Students are able to create original compositions that incorporate a variety of musical elements such as melody, harmony, and rhythm. They can notate their compositions accurately and present them with appropriate instrumentation.
- 4.Critical Listening and Analysis:** Pupils can analyze and critique a wide range of musical works, identifying various musical elements and discussing their effects. They should be able to express opinions on different pieces and articulate their emotional responses.
- 5.Deepened Music Theory Knowledge:** By the end of Year 6, students should be proficient in reading and writing music in different clefs and be familiar with a range of musical symbols and terminology. They should have a good understanding of scales, chords, and musical form.
- 6.Improvisation and Creativity:** Students can confidently improvise complex melodies and rhythms using a variety of techniques. They should be able to incorporate improvisation into group performances and compositions.
- 7.Exploration of Diverse Genres:** Children should engage with a broad spectrum of musical genres, understanding their cultural, historical, and social contexts. They should be able to discuss characteristics and influences of various styles.
- 8.Collaboration and Leadership:** Pupils demonstrate strong collaborative skills, taking on leadership roles within group projects. They should respect diverse opinions and contribute to collective decision-making in musical activities.
- 9.Performance Experience:** Students are encouraged to participate in performances, competitions, or community events, developing their confidence and stage presence. They should reflect on their performances to identify strengths and areas for improvement.

These end points aim to provide students with a well-rounded musical education, equipping them with skills and knowledge that will serve them in their future musical endeavours.

Vocabulary across the curriculum

Vocabulary progression in music is carefully structured to ensure that children build a solid understanding of musical terminology as they move through the years. Starting with basic musical concepts, students gradually expand their vocabulary as they encounter more complex ideas, which enables them to discuss, evaluate, and perform music with increasing confidence. The consistent introduction of new terms in each year group allows for deepening comprehension, fostering the ability to articulate thoughts about music in greater detail. By the time they reach the upper years, students can fluently use a broad range of musical vocabulary to express their understanding of elements such as rhythm, pitch, and structure, supporting both their practical and theoretical engagement with music. Our progression guide is taken directly from KAPOW and can be found below:

<https://www.worthvalleyprimary.co.uk/wp-content/uploads/2024/10/music-vocabulary.pdf>

Cross-curricular

Music is a valuable tool for enhancing learning across the curriculum at Worth Valley Primary School. In English, music can be used to explore rhythm, rhyme, and expression in poetry or storytelling, helping to build a deeper emotional connection to text. In history, it provides insight into different time periods and cultures, allowing students to experience the sounds of past eras, such as folk songs or classical compositions, which deepen their understanding of historical contexts. Music also supports mathematics, where students apply their knowledge of patterns, fractions, and sequencing through rhythm and musical notation. Additionally, in subjects like science, students explore the physics of sound, learning about vibrations, pitch, and frequency. These cross-curricular links enrich learning experiences and provide a creative way to engage with core subjects.

Curriculum for all

How do we cater for SEND?

At Worth Valley Primary School we believe in the potential of every child to succeed through our Music curriculum. Our music provision emphasizes collaboration and communication, fostering an environment where children can work cohesively as a team. Students are encouraged to contribute their thoughts, emotional responses and ideas, whilst actively participating in music composition and performance. When independent work is necessary, we adapt our approach to support each child's success, ensuring they have the resources and guidance needed to thrive. This approach not only develops musical skills but also cultivates teamwork, problem-solving abilities, and resilience in our students.

Personal Development in Music

Music plays a significant role in promoting personal development at Worth Valley Primary School, aligning closely with British values such as mutual respect, tolerance, and individual liberty. Through collaborative music-making, students learn the value of teamwork, respect for others' ideas, and the importance of listening, as they perform and create music together. Music from diverse cultures and traditions fosters tolerance and an appreciation for the richness of different backgrounds, helping students embrace diversity. Additionally, through opportunities to express themselves creatively, students experience individual liberty by making musical choices and developing their own artistic voice. Music encourages resilience and self-reflection, promoting confidence and a sense of achievement that contributes to their broader personal growth.

Assessment

At Worth Valley Primary School, formative assessment in Music plays a crucial role in monitoring and enhancing student progress. By aligning with the yearly end points of our Music curriculum, we systematically evaluate whether children have successfully achieved key skills and concepts. This involves identifying areas where students excel and demonstrating proficiency, as well as pinpointing skills that require further development. Through ongoing assessment, we provide targeted oral feedback that supports students to make continual progress. This approach empowers students to recognize their strengths and areas for growth.



Enrichment

One of the key features of our music program is the opportunity for children to learn to play the guitar. Lessons are provided by an external specialist who visits the school every Thursday morning. Students are grouped according to their ability, ensuring that each child receives personalised instruction tailored to their level. These lessons build confidence and skill, and our young musicians are given the chance to showcase their achievements during special school assemblies.

In addition to instrumental lessons, we have a thriving school choir for children in year 1-6. Choir practice takes place during designated lunchtimes in our dedicated Music Room. The choir performs at various school events, including our celebration assemblies, and takes pride in participating in community events such as the Christmas service at St John's Church in Keighley.

For those interested in exploring other instruments, we also run a glockenspiel club. This group meets once a week at lunchtime, providing students with the chance to learn and practise together in a fun and supportive environment.

At Worth Valley Primary, we are committed to cultivating a love of music in all its forms, helping our students build a lifelong connection to this universal language. Through a diverse range of musical experiences, we encourage children to express themselves, develop their creativity, and understand how music can be a constant companion throughout their lives.

Musical Experiences

Worth Valley Primary School provides a wide variety of musical experiences throughout the academic year, including a weekly singing assembly and music celebrations throughout the year as well as musical performances of the nativity from Early Years and Key Stage One and the end of Year 6 performance at the end of the year.

Out of the Ark is used in whole school assemblies in conjunction with a weekly classical piece of music for the children to enjoy and familiarise themselves with. EYFS access to music is integrated into the children's weekly learning, enabling the children to become familiar with rhyme and rhythm.

The whole school have opportunity to enjoy a concert by The Plumber Drummer and then each class have a taught session where they take part in practical activities. Year 2 take part in a visit to St George's Hall for Meet the Musical Heroes tour. The whole school have opportunity to visit the Alhambra to watch a Pantomime and at Christmas time the whole school walk to our local church to perform a range of Christmas songs.

The Year 4 class are taking part in a workshop called Sing, Dance, Leap with the Royal Ballet & Opera, as part of Bradford City of Culture to immerse them in music and dance.

Pupil Voice

Year 4 Abbie- I like the harmony of singing as a group. I really like learning about different types of music in lessons.

Year 2 Skyler- I love it when everyone sings and I sing with them in assembly.

Year 6 Lucy- I like learning about how music is created. I really enjoyed finding out about soundwaves.

Year 3 Mia- I like the different sound the Samba drums make and how we create different rhythms.

Year 6 Jayden- I'm enjoying learning how to play different songs and learning a new skill.

Out of
the Ark
Music

Kapow
Primary

