

Willow Lane Music Curriculum

Our intent

At Willow Lane we believe that every child should be afforded the opportunities to develop their skills and interests in a wide array of areas including the teaching of music. To enable our young musicians to succeed, we ‘teach to the heart’ by framing our musical studies in as holistic a way as possible, providing rich, cross-curricular opportunities to develop, enhance and deepen musical understanding in as meaningful a context as possible. The children are taught to sing with expression, in parts or in solo contexts, from a rich variety of songs, genres and historical traditions. They have access to whole class musical tuition and individual lessons to develop their instrumentation and performance skills. They explore the inter-related dimensions of music, building year by year on their understanding, from exploring pulse to composing using chords and melodies. Through our lessons, the children are equipped with the experiences and skills to pursue their musical aspirations into further education and beyond.

Our music curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and created a broad and balanced curriculum that caters for all of the musical programs of study-singing, listening, composing and performing. It is an holistic, practical based curriculum as we know that children learn and retain new skills and knowledge when they are framed in practical, engaging contexts. Through these experiences, and use of varied listening lists, our children can reflect on their musical understanding while also developing their sense of shared cultural capital and musical history.



Willow Lane
Community Primary School

Assessment in Music

How we assess

Each unit begins with a musical focus derived from a topic, such as the study of John Williams in the Y5 Space topic. These foci are conveyed to the children through a balance of the four strands of musical learning-singing, listening, composing and performing and, over the course of the unit, they are revisited frequently to allow the children to embed key vocabulary and knowledge.

Teachers use the 'I will know...' and 'I will know how to...' statements in each unit to assess whether children are achieving age related expectations. Formative assessment is used as an opportunity to review prior learning and activate knowledge from other units, giving teachers the opportunity to identify areas that require further consolidation and plan future learning episodes more efficiently, in order to maximise the amount of learning that can be achieved in the given time. This is particularly important in music, as sessions can involve a good deal of trial and error, particularly when composing and improvising, so effective use of assessment is essential.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of written pieces, sheet notation, videos showing progressive skills in singing/playing an instrument, performances or other pieces that show a response to musical stimuli, such as poetry or art.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular retrieval tasks based on the 'Learning Checks', planned learning tasks designed to enable learners to revisit and apply earlier knowledge or skills in a new context or an additional input from the Charanga scheme to provide a structured task to support their learning.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of music.

The overview of the progression in the musical programmes of study is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's musical skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



Music at Willow Lane Rationale

The following curriculum units have been selected from the whole school Charanga music scheme to match up as closely as possible with termly topics, while also ensuring a broad coverage of both western and global musical traditions. The units also incorporate the necessary language, skills and conceptual understanding to enable further musical learning and are structured to meet the learning goals of the National Curriculum. In years 3 and 4, W.C.E.T. (whole class ensemble tuition) is introduced to give broaden children's musical experiences (corresponding with the age at which children become eligible for peripatetic lessons) and cement key concepts such as melody and composition for further study in years 5 and 6.



Willow Lane Music Curriculum Overview

Year group	Autumn		Spring		Summer	
Key Value						
Whole School Enrichment		Remembrance Day Christmas Performance and Fair		Easter Egg Hunt	Sports Day	Summer Fair Leavers' Performance and Events
EYFS: Red	Music (Charanga unit): Me	Music (Charanga unit): My Stories	Music (Charanga unit): Everyone	Music (Charanga unit): Our World	Music (Charanga unit): Big Bear Funk (2 terms)	
1. Orange	Music (Charanga unit): Hey You		Music (Charanga unit): In the Groove		Music (Charanga unit): Reflect, Rewind, Replay	
2. Yellow	Music (Charanga unit): Hands Feet Heart		Music (Charanga unit): I wanna play in a band		Music (Charanga unit): Reflect, Rewind, Replay	
3. Green	Music (Charanga unit): Glockenspiel 1		Music (Charanga unit): Dragon Song		Music (Charanga unit): Reflect, Rewind, Replay	
4. Blue	Music (Charanga unit): Glockenspiel 2		Music (Charanga unit): Stop!		Music (Charanga unit): Reflect, Rewind, Replay	
5. Indigo	Music (Charanga unit): Livin' on a Prayer		Music (Charanga unit): Dancing in the street		Music (Charanga unit): Reflect, Rewind, Replay	
6. Violet	Music (Charanga unit): Benjamin Britten		Music (Charanga unit): You've got a friend		Music (Charanga unit): Reflect, Rewind, Replay	

	Listen and Respond	Sing	Explore	Record/Notate	Compose/Improvise	Perform
KS1 (age 5-7)	Listen with concentration and understanding a wide range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding a wide range of high-quality live and recorded music		Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play tuned and untuned instruments musically
Lower KS2 (age 7-9)	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Develop and understanding of the history of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Upper KS2 (age 9-11)	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Develop and understanding of the history of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

