



## Music the Stanton Bridge Primary Curriculum

### Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context - past, present and future - are factored in. The past - family influences, social experience and how that may contribute to their new experiences. The present - school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future - in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.  
(Relationships, Equality, Care, Thinking Flexibly and Listening)

<b>Character</b>	Our pupil are taught to learn with a sense of <b>honesty</b> , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to <b>respect</b> the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
<b>Competence</b>	Pupils will have high <b>aspiration</b> for learning, demonstrate <b>confidence</b> in key concepts learned, use subject specific vocabulary, working both <b>independently</b> and interconnected dependent on task set.
<b>Connectedness</b>	Pupils will work in <b>harmony</b> with others, within familiar and unfamiliar surroundings.



## Implementation:

**Pedagogy:** The understanding of how concepts are taught.

**Pedagogy** is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

## Core concepts

Core Concepts in Music		
<p><b>Technical Knowledge</b></p> <p>The development of motor skills for music is an important aspect of controlling and understanding sound. Pupils' ability to control sound, through singing, playing instruments, or using music technology, helps them to get better at performing, composing and listening to music.</p>	<p><b>Construct Knowledge</b></p> <p>This refers to knowledge of how the building blocks of music come together, both analytically and in the creative process. It includes knowledge of the musical elements/interrelated dimensions of music and the building blocks of composition..</p>	<p><b>Expressive Knowledge</b></p> <p>This focuses on the less definable aspects of music: quality, meaning and creativity. Our research review identified that musical expression in performance depends on the highly developed technical expertise of the performer. This is combined with what a performer knows and understands about the music they are playing, both specifically and in terms of the wider culture in which the music exists.</p>

## Music Delivery:

Lesson timings	Type of delivery
<p>Music is taught weekly using the scheme music scheme Charanga.</p> <p>Class teaching of music is supplemented by a specialist music teacher to teach instrumental knowledge.</p>	<p>Music lessons are predominantly discrete to enable focus on the core concepts of music although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.</p>



# Stanton Bridge Primary School

## Music Planning:

### Lesson Structure

Lesson Structure	Notes
1. <b>Listening and Appraising</b>	Pupils listen to a range of music across a range of different genres, eras and artists. Pupils are given the opportunity to respond.
2. <b>Musical Activities.</b>	Warm-up Games Flexible Games Singing Playing instruments Improvisation Composition
3. <b>Performing</b>	Pupils will build their confidence when performing to groups of a variety of different sizes, depending on their year group.

## Annual Organisation

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Overview &amp; Planning</b> YEAR <b>R</b>	Me!  1 2 3 4 5 6	My Stories  1 2 3 4 5 6	Everyone!  1 2 3 4 5 6	Our World  1 2 3 4 5 6	Big Bear Funk  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>1</b>	Hey You!  1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap  1 2 3 4 5 6	In The Groove  1 2 3 4 5 6	Round And Round  1 2 3 4 5 6	Your Imagination  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>2</b>	Hands, Feet, Heart  1 2 3 4 5 6	Ho Ho Ho  1 2 3 4 5 6	I Wanna Play In A Band  1 2 3 4 5 6	Zootime  1 2 3 4 5 6	Friendship Song  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>3</b>	Let Your Spirit Fly  1 2 3 4 5 6	Glockenspiel Stage 1  1 2 3 4 5 6	Three Little Birds  1 2 3 4 5 6	The Dragon Song  1 2 3 4 5 6	Bringing Us Together  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>4</b>	Mamma Mia  1 2 3 4 5 6	Glockenspiel Stage 2  1 2 3 4 5 6	Stop!  1 2 3 4 5 6	Lean On Me  1 2 3 4 5 6	Blackbird  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>5</b>	Livin' On A Prayer  1 2 3 4 5 6	Classroom Jazz 1  1 2 3 4 5 6	Make You Feel My Love  1 2 3 4 5 6	The Fresh Prince Of Bel-Air  1 2 3 4 5 6	Dancing In The Street  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>6</b>	Happy  1 2 3 4 5 6	Classroom Jazz 2  1 2 3 4 5 6	A New Year Carol  1 2 3 4 5 6	You've Got A Friend  1 2 3 4 5 6	Music And Me  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6



## Impact

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The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for history in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against the core concepts, which is then recorded on DC Pro.

Progression Points against the Core Concepts.



# Stanton Bridge Primary School

## KSI Musical Progression

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Quavers and Minims	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zoofime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

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## KS2 Musical Progression

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		



# Stanton Bridge Primary School

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F,G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			