

Music at Springfield

Our vision

At Springfield, we value music as a universal language and believe that all children can achieve musical excellence. We provide a rich and ambitious music curriculum which gives all pupils the opportunity to sing, play, create and perform, both individually and collaboratively. Lessons are inclusive and developmentally appropriate for different age groups and specific needs of the children, while still allowing opportunities for pupils to stretch and challenge themselves.

The music curriculum is designed to build a musical foundation and build on skills and knowledge throughout the years. Pupils will become confident in their ability to create, compose, perform and listen. Children will leave KS1 with a good understanding of a variety of rhythms and pitches and basic knowledge of stick notation, using crotchets, quavers and rests. They have learnt and practised key glockenspiel skills through taught exercises and composition activities. Pupils have also been exposed to music from around the world through the folk music based curriculum.

As pupils progress through KS2 they become more confident in their singing and musical skills on a variety of tuned and untuned percussion instruments. Pupils have a more in depth understanding of the inter-related dimensions of music and can describe music using key terms (pitch, pulse, rhythm, tempo, dynamics). They have an increased awareness of different genres of music and music from other countries and can improvise and create music in different styles and metres, including compound time. Pupils can read and transcribe stave notation using simple and compound time, complex rhythms, including dotted rhythms, and a full diatonic scale. Children will move onto KS3 with a passion to learn and share their love of music.

We provide children with a range of opportunities to cultivate their cultural understanding and develop their musical competencies, such as appreciating and understanding a wide range of music from different traditions. As our pupils progress through our curriculum, we teach them to engage critically with music, allowing them to compose, and to listen with discrimination to music drawn from different traditions and from great composers and musicians. By the time our children leave Springfield, they have been equipped with this knowledge and understanding as well as having an appreciation of a breadth of musical forms. We value the link between music and wellbeing and the power sharing music can have on our mood and sense of belonging.

How we plan for and teach music

To ensure our music provision at Springfield is high standard, our music curriculum lessons are delivered by music specialists from Sing Education. The music curriculum is designed to rigorously ensure children make progress in the technical, constructive and expressive components of the National Curriculum for Music. The curriculum comprises half-termly units, with step-by-step progression, always building on prior knowledge and skills, giving children the opportunity to consolidate, deepen and progress their rich musical skill set. Sing Education teachers use the Kodaly method of teaching to ensure subject matter is presented logically and building on the children's previous experience with music. This helps pupils to consolidate earlier learning and link new concepts to previous knowledge.

Children regularly have the opportunity to perform and record a piece of repertoire they have studied at the end of each half term, with the chance to describe and discuss what they have been learning and exploring in music lessons. This allows teachers to assess progression and embed the learning of the half term. Other performance opportunities like our Winter Performance and class assemblies give children the exciting experience of performing before an audience.

Singing is a highly-valued part of our music curriculum. Children are explicitly taught to sing with increasing accuracy, control, fluency and expression. Where our children's voices are valued throughout our curriculum as part of our VERSE, children's singing voices are equally valued and developed. Singing together with correct posture and proud projection in assemblies is a joyful and intentional practice opportunity and the benefits of singing and music for children's wellbeing are highlighted and promoted.

Throughout their time at Springfield, children develop an understanding of the history of music. They are also taught to use vocabulary associated with key musical concepts with precision and confidence. Vocabulary related to pitch, dynamics, tempo, timbre, texture and structure enables children to analyse and reflect on music they listen to and create. Children are taught to understand that these elements work together in an interrelated way to give musical expression.

Children receive access to high quality music resources and instruments to reinforce the ambitions of the curriculum. We are also committed to providing a range of musical experiences for our pupils. We have developed strong links with the Apollo Music Project, which brings live classical music to our children. During the project, our children experience the magic of live performance from classroom to a concert hall, culminating in the thrilling spectacle of a full orchestra in concert.

Music is made an integral part of school life through a variety of after school music clubs and regular singing assemblies.

How we plan for and teach music

EYFS

In the EYFS, children begin to experience making music together in their weekly curricular music lessons. Through singing games, songs, rhymes and listening activities, children learn to recognise and recall songs, pitch-match and begin solo and small group singing. EYFS children begin learning ensemble skills with glockenspiel and other percussion instruments.

In the Early Years, music and movement also form a valued part of every-day learning. Listening opportunities are planned to develop children's ability to listen attentively and to move to and talk about music. Through regular opportunities to listen to music, children are supported to notice and respond to a steady beat by singing, tapping, dancing or using instruments. Children are supported to express their feelings about music and to understand that their response is personal and valued. As they progress from Nursery to Reception, children are taught to discuss changes and patterns in music. Children learn a range of songs and develop their ability to match the pitch of another person to follow the melodic shape of the song. In Nursery and Reception, children are given opportunities to play instruments to express their feelings and ideas. They are encouraged to create their own songs using their own ideas and inspired by familiar songs. In both Nursery and Reception, children are exposed to music from across the world.

KS1

In KS1, weekly curricular music lessons allow pupils to learn about pitch, pulse and rhythm. The singing-led curriculum helps children to discover and develop their singing voice and ensemble skills on a range of instruments, through opportunities to create and perform their own compositions to the class. The Year 1 and 2 curriculum exposes children to a diverse variety of music from around the world and class assemblies encourage them to perform these to a wider audience.

KS2

KS2 music lessons build a strong musical foundation for all pupils. Children develop their appreciation for music and the key role it plays in shaping cultures all over the world. A good understanding of musical theory and notation are developed through exploring new genres of music (classical, pop, musical theatre, jazz and blues). Our KS2 school choir and class assemblies give children opportunities to share their singing skills with the wider school community and beyond.

How we evaluate learning in music

The specialist music teacher regularly assesses children's progress in music through watching and listening to children's performances, evaluating their technical, expressive and constructive knowledge. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performances to draw out areas of strength and next steps.

Music lessons are monitored by subject and senior leaders and curriculum leads from Sing Education, using a variety of strategies such as lesson observations, staff discussion and regular 'Pupil Voice' surveys. Feedback is used to inform improvements in the implementation of music.

Recordings of the children are kept to monitor the progression of skills across the children's academic career, giving pupils the chance to display their musicianship skills and understanding of the key musical elements through demonstration and discussion. Children are able to talk about what music means to them, culturally and individually. They understand with increasing confidence, the cultural impact of music on the world around them and the role that their own culture has contributed to this.

Children will go on to the next stage of education with detailed and foundational knowledge so that they are able to pursue music in the future.

EYFS: Music Curriculum Map

Unit	Music Stepping Stones	Into The Woods (Songs And Sounds)	Sounds Around	Spring Time (Pulse, Rhythm And Listening)	Rhyme Time	Play And Sing
Children will learn	<p>This unit introduces the key musical elements of pitch and pulse. Through singing games, songs and rhymes, children will learn to hold a steady pulse, practise pitch-matching and begin to experience solo singing. The pupils will develop the ability to work with different tempos and dynamics, play instruments and use</p> <p>props to reinforce pulse and learn basic technique on tuned percussion.</p>	<p>In this unit, children build upon the fundamental elements introduced in Music Stepping Stones; pitch and pulse. Through singing games, rhymes and listening activities, pupils explore this topic with material based on woodland animals, flowers and creepy crawlies.</p>	<p>this unit children will explore sounds found in the world around us through listening to music and using their voices and percussion to recreate sounds.</p> <p>ough singing games and rhymes, this unit continues to reinforce the key elements of music, especially pulse and pitch-matching.</p>	<p>This unit, based around a Spring theme, uses songs learnt earlier in the year along with new material. Children use actions to reinforce pitch and pulse and continue to develop their solo singing skills. Children listen to music to discuss fast and slow tempi and use props and scarves to enhance their learning.</p>	<p>Children begin the summer term with songs and rhymes learnt earlier in the year, along with learning new ones. Children experiment with percussion, use their speaking voices and singing voices and develop the inner hearing through using actions and props. Teachers help children to develop their memory skills by using actions to remember the order of songs, when using the inner hearing. Children listen, dance with scarves and play percussion to a variety of musical</p> <p>styles.</p>	<p>This unit brings EYFS music-making to a close by revisiting rhymes and songs learnt so far this year, developing them further and learning some new repertoire. Children build on their listening and movement skills, through listening to increasingly complex live and recorded music ahead of moving into KS1</p> <p>music. Pupils will have the chance to play instruments and use their bodies and props to represent what they hear, and to create new sounds.</p>

Year 1: Music Curriculum Map

Unit	Starting Out with Music	The World Around Us (Pitch and Pulse)	Exploring Pulse and Rhythm	Exploring Pitch	Animals (Songs and Sounds)	Holiday Time (World Music)
Children will learn	This unit begins to introduce the children to some of the fundamental principles of music. Children explore the concepts of high and low pitch and learn about the steady heartbeat of music, the pulse. Pitch, pulse and rhythm are reinforced through learning songs and chants and using tuned and untuned percussion and props.	This unit supports children to develop their understanding of pitch, through listening, discussing and creating high and low pitches. Through songs, actions, percussion games and improvisation, rhythm, pulse and pitch are reinforced and the children are introduced to playing an accompaniment on the Glockenspiel.	This unit teaches and reinforces the elements of pulse and rhythm. The children learn how to find and maintain a pulse, recognise rhythms and continue to experiment with solo singing and improvisation, through singing games, listening activities and use of percussion and props. Children will develop their ensemble skills through practising holding a part on an instrument and through singing in a round.	This unit reinforces the concept of pitch. Through singing, playing tuned instruments and playing musical games, children will develop a stronger understanding of pitch and will begin to recognise and demonstrate higher and lower pitches using 'singing names'.	This unit uses rhymes, songs and musical games based around an animal theme, to give children more confidence when singing in a group and on their own and to develop their improvisational skills. Children will strengthen their basic musical skills and understanding, through a focus on pitch and pulse, using props and musical instruments.	This is a unit combining sounds in the world around us with music from around the world. Pupils will explore a range of repertoire from different countries, through singing songs, playing singing games and listening to recorded music. Children will further develop their listening skills through movement activities. Children will apply their skills learnt over the past year to playing on the glockenspiel and untuned percussion and using their 'thinking voice'.

Year 2: Music Curriculum Map

Unit	Food and Drink (Pitch and Pulse)	Glockenspiel 1	Making Music 1	Music for Folk Dancing (World Music)	See and Hear	Playing Together 1
Children will learn	Through songs, rhymes and musical games, this unit teaches and reinforces the basic musical concepts of pitch, pulse and rhythm. The unit also encourages children to discover and develop improvisation and solo singing skills.	This unit builds upon the pupils' knowledge of pitch and pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel. By the end of this unit, children will be able to read and recognise basic rhythm notation and will have a deeper understanding of pitch.	Throughout this unit, children will gain a deeper understanding of rhythm and pitch. Children will learn to recognise rhythmical patterns and will continue to develop their understanding of rhythmic notation using props and actions, as well as continuing to read and write basic rhythmical notation. This unit will reinforce their knowledge of higher and lower pitches and will present new pitches through song, using hand signs and the whiteboard. Children will also continue to develop their musicianship skills through improvisation, playing the glockenspiel, solo singing and holding a part in an ensemble.	This unit explores music from around the world associated with folk dancing. Through singing, games and playing percussion, pupils will gain an understanding of music for folk dancing and experience the rhythmical and melodic characteristics of the styles.	This unit is focused on discovering music in the world around us. It encourages imaginative thinking as the pupils are required to analyse the non-musical sounds, texture and visual aesthetic of an object and interpret it as a musical sound. Children continue to develop their understanding of basic rhythmic notation through songs and games and will work in groups to create and perform musical ideas.	This unit brings together the musicianship skills learnt throughout the year to create class ensemble pieces using the glockenspiel, un-tuned percussion and the singing voice. Through songs and games, pulse and rhythm are reinforced and children will use basic rhythmic notation learnt earlier in the year.

Year 3: Music Curriculum Map

Unit	Glockenspiel 2	Music Around the World 1	Making Music 1	Making Music 2	Playing Together 1	Playing Together 2
Children will learn	<p>This unit builds upon previous learning on the glockenspiel and the pupils' knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel.</p>	<p>In this unit, pupils explore the music of different countries every two weeks, learning about the culture and music of that country, learning a traditional song and in some cases using the native language. Through singing games and singing folk songs, children build upon what they have learnt on the glockenspiel</p> <p>and continue to develop the key elements of music. Children explore music from the Caribbean, Ireland and the USA.</p>	<p>Throughout this unit, children will gain a deeper understanding of rhythm and pitch. Children will learn to recognise rhythmical patterns and will continue to develop their understanding of rhythmic notation using props and actions, as well as continuing to read and write basic rhythmical notation. This unit will</p> <p>reinforce their knowledge of higher and lower pitches and will present new pitches through song, using hand signs and the whiteboard. Children will also continue to develop their musicianship skills through improvisation, playing the glockenspiel, solo singing and holding a part in an ensemble.</p>	<p>Through songs, chants and musical games, children will continue to develop their musicianship skills. The unit builds on what is learnt in Making Music 1,</p> <p>reinforcing the difference between pulse and rhythm, developing the inner hearing and holding a part in a group. Children will hold an ostinato rhythm, focus</p> <p>the new pitch – 'fa', and continue to develop their rhythm-reading and writing skills using their voices and untuned percussion.</p>	<p>This unit brings together the musicianship skills learnt throughout the year to create class ensemble pieces using the glockenspiel, un-tuned percussion and the singing voice. Through songs and games, pulse and rhythm are reinforced and children will use basic rhythmic notation learnt earlier in the year.</p>	<p>This unit brings together the musicianship skills learnt throughout the year to create class ensemble pieces using the glockenspiel, un-tuned percussion and the singing voice. Through songs and games, pulse and rhythm are reinforced and children will use basic rhythmic notation learnt earlier in the year.</p>

Year 4: Music Curriculum Map

Unit	Knowing Music	Glockenspiel 3	Reading Music	Making Music 3	Painting with Sound	Elements of Music
Children will learn	<p>This unit reviews learning from previous units such as <i>Food and Drink</i>, <i>Glockenspiel 1</i>, <i>Making Music 1+2</i> and <i>World Music</i> to recap and embed musical knowledge and understanding of pitch, pulse, rhythm, and of singing and playing music together as part of ensemble groups.</p>	<p>This unit builds upon previous learning on the glockenspiel and the pupils' knowledge of pitch and pulse and rhythm. After reinforcing pitches and rhythms through songs and games, children will learn to apply these skills to playing the glockenspiel.</p>	<p>This unit builds on the skills learnt on the glockenspiel in the last unit, allowing children to deepen their knowledge of standard musical notation. Through singing games and playing tuned and untuned percussion, children will explore pulse, rhythm and pitch in relation to the stave. Children will develop a good understanding of reading and writing basic rhythms and will play and sing as part of group ensembles throughout the unit. During the term children will explore musical notation through playing the glockenspiel and a variety of untuned percussion instruments, along with using props, flashcards and the whiteboard.</p>	<p>This unit builds upon the learning last term in the Reading Music unit. Children will develop a deeper understanding of pitch through using hand signs, the whiteboard, props and instruments. The unit helps children to develop their ability to hold a part in a musical ensemble and aims to encourage coordination, along with developing time, space and energy skills for applying to musical instruments. Children will be encouraged to recognise rhythmical patterns through listening, reading and writing. Children will also have the opportunity to create their own rhythmical patterns to compose a rhythm sequence.</p>	<p>Through listening, discussion and improvisation, this unit explores the concept of using music to describe an atmosphere, place or emotion. Children will build on their prior knowledge of rhythmic notation in an ensemble activity and some children will have an opportunity to lead their class in a layered piece using vocal and body percussion. Children will discover a selection of classical and popular music pieces which will lead to them creating their own compositions.</p>	<p>This unit will reinforce the children's understanding of key musical elements. Children will continue to work out and write rhythmic patterns and will develop their rhythm-reading and playing skills using rhythm flashcards and a rhythm clock. This unit uses singing games, rhymes, tongue twisters and listening activities to teach and reinforce the keywords: pulse, rhythm, pitch, metre, dynamics and tempo. Children will play a variety of percussion instruments and sing songs from the USA, Africa and the United Kingdom.</p>

Year 5: Music Curriculum Map

Unit	Glockenspiel 4	Percussion and Rhythm 1	Elements of Music	Exploring Classical Music 1	Exploring Musical Notation	Exploring Pop Music
Children will learn	<p>This unit builds upon previous learning and develops the pupils' knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs, chants and games, children will learn to apply these skills to playing the glockenspiel. Throughout the unit, children will have the opportunity to play and sing solo, and as part of a group ensemble. Musical ideas will be reinforced through use of props, flashcards, the whiteboard and untuned percussion.</p>	<p>Through rhythm games, songs and percussion activities, children will reinforce their knowledge of pulse and rhythm. Children will read and write basic rhythmic notation, develop their skills on the glockenspiel and begin to develop an understanding of bar lines and time signatures.</p>	<p>This unit will reinforce the children's understanding of key musical elements. Children will continue to work out and write rhythmic patterns and will develop their rhythm-reading and playing skills using rhythm flashcards and a rhythm clock. This unit uses singing games, rhymes, tongue twisters and listening activities to teach and reinforce the keywords: pulse, rhythm, pitch, metre, dynamics and tempo. Children will play a variety of percussion instruments and sing songs from the USA, Africa and the United Kingdom.</p>	<p>In this unit, children will discover the use of rhythmic and melodic patterns, structure, instrumentation and dynamics in a variety of exciting orchestral pieces: Radetzky March (Strauss), The Good, the Bad and the Ugly (Morricone) and Hoedown (Copland). Children will use their understanding of rhythmic notation to recognise rhythmic patterns in pieces and will apply this knowledge in ensemble activities. Through songs and games, children will focus on semi-quaver rhythms, dotted rhythms, the structure of a piece and changing metre. This unit also encourages children to describe music and to express themselves through creative activities.</p>	<p>This unit builds on the skills learnt so far, allowing children to deepen their knowledge of standard musical notation and apply this through improvisation and performance. Through singing games and playing tuned and untuned percussion, children will explore pulse, rhythm and pitch in relation to the stave. This unit reinforces their understanding of reading and writing basic rhythms and children will begin to recognise musical structure by listening and looking for patterns. Through singing games, using actions, instruments and props, children will develop time, space and energy skills and develop their coordination. Pupils will apply their skills by practising holding their part in an ensemble, along with using props, flashcards and the whiteboard. Children will also have opportunity to create their own rhythmical patterns to compose a rhythm sequence.</p>	<p>This unit builds upon the musicianship skills developed so far, to create class ensemble performances of two pieces of popular music, using the glockenspiel, un-tuned percussion and the singing voice. Children will discover two pieces of popular music from contrasting eras: one by S Club 7 and one by The Beatles. Through songs and musical games, children will discover some of the elements used in the songs and will apply this to their group ensemble activities.</p>

Year 6: Music Curriculum Map

Unit	Glockenspiel 4	Percussion and Rhythm 1	Elements of Music	Exploring Classical Music 1	Exploring Musical Notation	Exploring Pop Music 1
Children will learn	<p>This unit builds upon previous learning and develops the pupils' knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs, chants and games, children will learn to apply these skills to playing the glockenspiel. Throughout the unit, children will have the opportunity to play and sing solo, and as part of a group ensemble. Musical ideas will be reinforced through use of props, flashcards, the whiteboard and untuned percussion.</p>	<p>Through rhythm games, songs and percussion activities, children will reinforce their knowledge of pulse and rhythm. Children will read and write basic rhythmic notation, develop their skills on the glockenspiel and begin to develop an understanding of bar lines and time signatures.</p>	<p>This unit will reinforce the children's understanding of key musical elements. Children will continue to work out and write rhythmic patterns and will develop their rhythm-reading and playing skills using rhythm flashcards and a rhythm clock. This unit uses singing games, rhymes, tongue twisters and listening activities to teach and reinforce the keywords: pulse, rhythm, pitch, metre, dynamics and tempo. Children will play a variety of percussion instruments and sing songs from the USA, Africa and the United Kingdom.</p>	<p>In this unit, children will discover the use of rhythmic and melodic patterns, structure, instrumentation and dynamics in a variety of exciting orchestral pieces: Radetzky March (Strauss), The Good, the Bad and the Ugly (Morricone) and Hoedown (Copland). Children will use their understanding of rhythmic notation to recognise rhythmic patterns in pieces and will apply this knowledge in ensemble activities. Through songs and games, children will focus on semi-quaver rhythms, dotted rhythms, the structure of a piece and changing metre. This unit also encourages children to describe music and to express themselves through creative activities.</p>	<p>This unit builds on the skills learnt so far, allowing children to deepen their knowledge of standard musical notation and apply this through improvisation and performance. Through singing games and playing tuned and untuned percussion, children will explore pulse, rhythm and pitch in relation to the stave. This unit reinforces their understanding of reading and writing basic rhythms and children will begin to recognise musical structure by listening and looking for patterns. Through singing games, using actions, instruments and props, children will develop time, space and energy skills and develop their coordination. Pupils will apply their skills by practising holding their part in an ensemble, along with using props, flashcards and the whiteboard. Children will also have opportunity to create their own rhythmical patterns to compose a rhythm sequence.</p>	<p>This unit builds upon the musicianship skills developed so far, to create class ensemble performances of two pieces of popular music, using the glockenspiel, un-tuned percussion and the singing voice. Children will discover two pieces of popular music from contrasting eras: one by S Club 7 and one by The Beatles. Through songs and musical games, children will discover some of the elements used in the songs and will apply this to their group ensemble activities.</p>