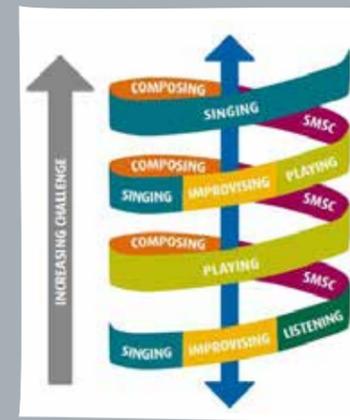


MUSIC AT ELEANOR PALMER

MUSIC TEACHING AND LEARNING AT ELEANOR PALMER

Music is taught by a specialist teacher who leads class music lessons, whole school singing, and instrumental lessons for Years 3-6, two days a week. Class teachers are also central to teaching and modelling singing in whole school and class sessions.

Eleanor Palmer has a long and rich tradition of high quality performance across the whole school, including class productions of Shakespeare and seasonal performances, which include everybody. From Years 3-5, all children learn the violin or cello in small groups led by our music teacher and supported by two peripatetic teachers. Every child performs in annual Strings Concerts, to showcase their progress and enjoyment. The majority of children continue to learn these instruments in Year 6 - when it is optional - and beyond!



ENRICHMENT FOR ALL

Summer and
Christmas concerts



THE NATIONAL CURRICULUM FOR MUSIC AIMS TO ENSURE THAT ALL PUPILS:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated

NC CONTENT - PUPILS IN KS1 SHOULD BE TAUGHT TO . . .

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

DEVELOPMENT MATTERS - PUPILS IN EYFS SHOULD BE TAUGHT TO . . .

- sing songs, make music and dance, and experiment with ways of changing them.

EYFS KEY LEARNING

Learning through singing assembly, music lessons and using untuned percussion . . .

SINGING, PLAYING INSTRUMENTS AND PERFORMING

- Enjoy singing, playing, trying out and changing sounds, singing a few familiar songs; explore sounds and music through play.
- Begin to move rhythmically, imitating movement in response to music.
- Tap out simple repeated rhythms and keep a pulse.
- Show awareness of audience when performing.

LISTENING AND COMPOSING

- Listen to a wide range of sounds and know that anyone can enjoy any genre of music.
- Describe the character of music, e.g. scratchy or soft sound, and broadly control changes in timbre, pitch and dynamics when playing instruments and singing.
- Explore how sounds can be changed.
- Match an instrument to their sound and create visual representation of sounds, instruments or pieces of music.
- Follow and offer simple musical instructions and actions.

YEAR 1 AND YEAR 2 KEY LEARNING

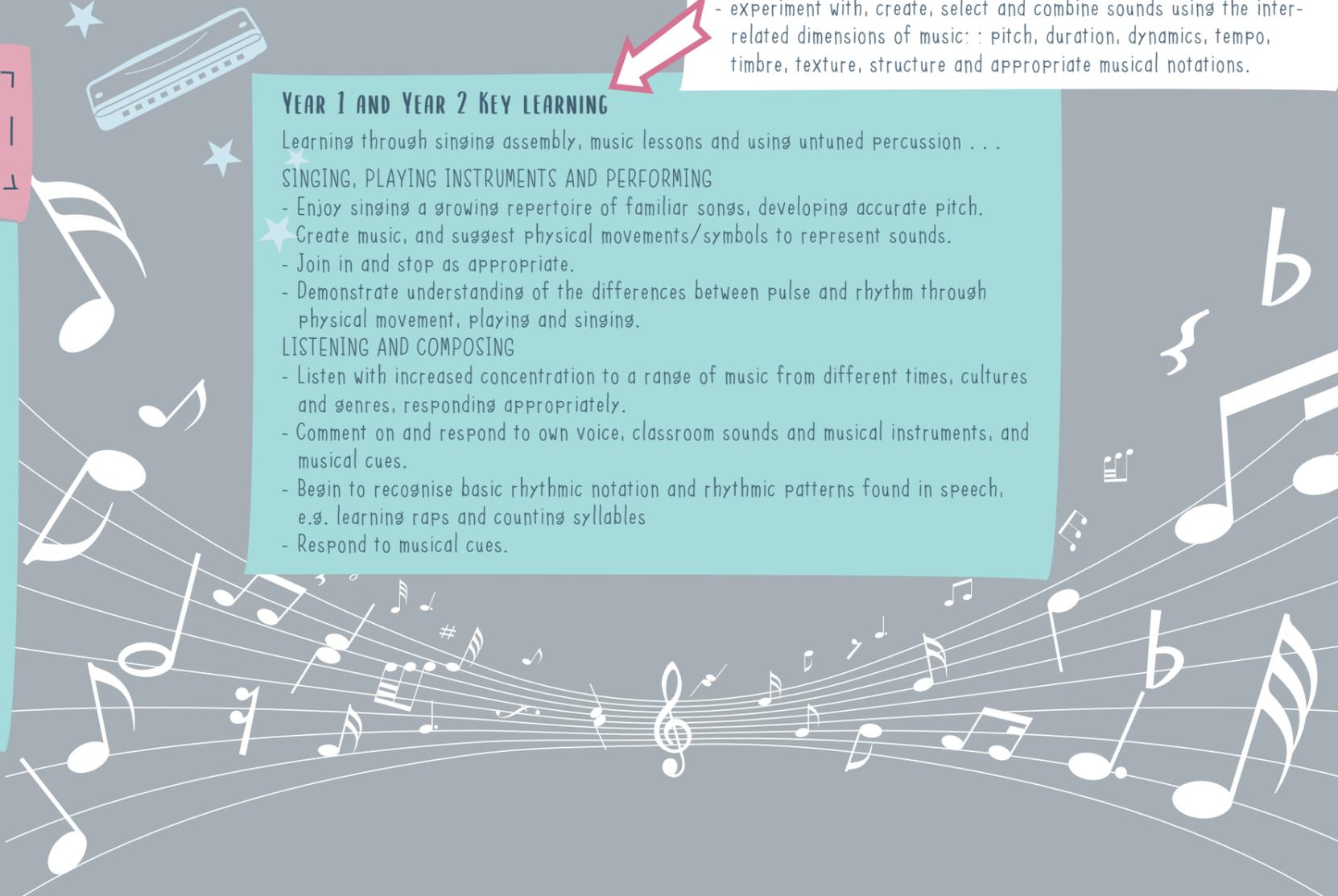
Learning through singing assembly, music lessons and using untuned percussion . . .

SINGING, PLAYING INSTRUMENTS AND PERFORMING

- Enjoy singing a growing repertoire of familiar songs, developing accurate pitch.
- Create music, and suggest physical movements/symbols to represent sounds.
- Join in and stop as appropriate.
- Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing and singing.

LISTENING AND COMPOSING

- Listen with increased concentration to a range of music from different times, cultures and genres, responding appropriately.
- Comment on and respond to own voice, classroom sounds and musical instruments, and musical cues.
- Begin to recognise basic rhythmic notation and rhythmic patterns found in speech, e.g. learning raps and counting syllables
- Respond to musical cues.



MUSIC AT ELEANOR PALMER

NC CONTENT – PUPILS IN KS2 SHOULD BE TAUGHT TO . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

ENRICHMENT FOR ALL

Summer and
Christmas concerts

Strings Concert

YEAR 3 AND YEAR 4 KEY LEARNING

Learning through singing assembly, exploring percussion instruments, whole class ukulele lessons, and small group violin and 'cello lessons . . .

SINGING, PLAYING AND PERFORMING

- Enjoy singing and performing songs from a wide variety of times, cultures and genres, with a good sense of pulse and rhythm, singing in tune within a limited pitch range. Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing.
- Learning basic ukulele skills in Year 3 and play as a whole class group.

LISTENING AND COMPOSING

- Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, beginning to develop knowledge of music history and of great musicians.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations
- Make, play, change and combine sounds; experiment with different ways of producing sounds with voice, instruments and body.
- Read and identify rhythmic notation and learn about Stave notation.

ENRICHMENT

Year 3
Camden Music Festival

Year 4
Drama performance
(singing and playing
instruments)

YEAR 5 AND YEAR 6 KEY LEARNING

Learning through singing assembly, music lessons, small group violin and cello lessons and using untuned percussion . . .

SINGING, PLAYING AND PERFORMING

- Enjoy singing within an appropriate vocal range, with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- Play confidently and fluently, maintaining an appropriate pulse and self-correcting when going out of time.
- Sing and play demonstrating an increasing understanding and use of basic musical features such as dynamics, tone quality, clear starts, ends and awareness of phrasing and technical accuracy.
- Maintain an independent part in a small group when playing or singing.
- Suggest, follow and lead simple performance directions.
- Lead an independent part in a group when singing or playing.

LISTENING AND COMPOSING

- Create music that demonstrates understanding of structure, and discuss choices.
- Listen, evaluate and comment on a range of live and recorded music from different traditions, genres, styles and times, building an understanding of musical history and a knowledge of great musicians.
- Offer comments about own and others' work and ways to improve; begin to justify these; accept feedback and suggestions.
- Read and identify rhythmic and stave notation, working towards performance.
- Use voice, sounds, technology and instruments in creative ways.
- Compose simple rhythmic patterns, melodies and accompaniments.

INTENDED OUTCOME BY THE END OF YEAR 6

Having experienced the opportunity of a wide range of music making, children will leave EP as competent musicians who have had many and varied opportunities to perform and enjoy music.

Our intention is that they will have also developed a strong awareness of musical style, genre and cultural context. They will have accumulated a vast array of singing repertoire with an excellent aural memory.

They will have learned essential musical skills of using rhythm, pulse, pitch, dynamics to create and improvise pieces.

They will have good listening skills which enable them to identify musical elements of structure as well as having a keen observation of texture and timbre.

They will have built up these considerable skills and confidence through playing, singing, and performance developing a real pride in their musical abilities which they can continue to expand when they progress through secondary school and enjoy sharing with the wider community.

ENRICHMENT

Year 5
Drama performance - Shakespeare
(singing and playing instruments)

Year 6
Camden Schools Albert Hall Concert
Carol singing for charity at Euston
drama performance - (singing and
playing instruments)

