

# Music



# Intent



**At Southway, we aspire to inspire and ignite a life-love of music in every pupil through immersion in a wide range of high quality musical experiences. We understand that a creative, collaborative, interactive musical education has numerous invaluable and life-enhancing benefits: physical, psychological, social, and educational. Music is deliberately interwoven into the fabric of school life across the academic year – at the individual, class, year group and whole school level – bringing our community together, while actively championing our school values. Children learn resilience in overcoming musical and instrumental challenges, practise kindness and respect in ensemble rehearsals, and reap the rewards of teamwork through the shared experience and joy of performance. Our philosophy of music education also dovetails Southway’s overarching vision of interactive, inside-out and independent learning, intending to provide multiple meaningful opportunities for hands-on, exploratory, child-led music making.**

Our vision is for all pupils to leave primary school having had multiple opportunities to:

- ✓ Listen to and gain a deeper critical appreciation of music across a wide range of periods, traditions and styles
- ✓ Be inducted into the powerful cultural knowledge associated with famous and celebrated works of great composers and musicians
- ✓ Sing regularly in social settings, learning to control their voice with increasing confidence, precision and purpose
- ✓ Learn a variety of musical instruments with increasing accuracy, fluency, control and expression
- ✓ Express themselves and discover their creative potential through composing and improvising original music
- ✓ Develop their performing skills, in solo and ensemble contexts, and for a range of audiences
- ✓ Explore and understand how music is created, produced and communicated through the interrelated musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation
- ✓ Be equipped with the correct technical terminology to accurately and insightfully respond to, discuss and analyse music

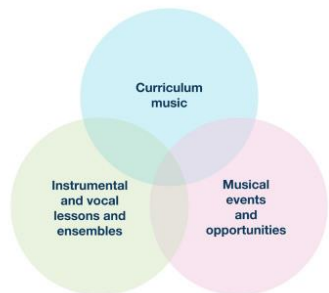
# Implementation



The starting point for music lessons at Southway is our end of year expectations, which have been written to ensure coverage of the National Curriculum, following the guidance of the Model Music Curriculum. Progression across the school is planned to ensure children's knowledge, understanding and skills pertaining to the key inter-related musical dimensions continuously develop and deepen. Music-making is also harnessed to provide meaningful opportunities for children to practise kindness and respect, strengthen their resilience and continuously hone teamwork skills. Our differentiated, spiral curriculum draws on Charanga's award-winning, research-based scheme of work. Placing appreciation of a diverse variety of songs at the heart of each lesson, students revisit existing knowledge and skills, before extending them incrementally. In this manner, learning is consolidated and augmented, with consistent and appropriate challenge providing differentiated pathways for pupils to progressively build musical confidence and technical understanding.

Musical learning begins with the voice, and throughout our curriculum children develop their musicianship through singing activities that offer increasing levels of challenge and complexity. Singing is also an integral part of school life outside the classroom, where weekly singing assemblies offer whole-school vocal tuition that directly links Sing Up's extensive library of songs to our own school values. All children also have access to a range of instruments when improvising, composing and practising their recall skills. Years 3 and 4 enjoy whole-class ensemble tuition on both the recorder and violin from a visiting music teacher for a full term, culminating in live performances. Optional private instrumental tuition includes violin and guitar, with lessons conducted in our dedicated music classroom, The Mozart.

At Southway, extracurricular events and opportunities enrich the musical experience of each child while strengthening our shared bonds. Southway's Choral Day is a joyous, whole-school celebration of singing, offering vocal coaching from a renowned conductor of some of the country's most prestigious choirs. In addition to our community Carol Concert performances, termly class assemblies and a full-length musical production provide individual year groups with further opportunities to perform in front of the whole school. Southway's ever-popular school choir has a membership that exceeds one-quarter of all pupils and provides exciting opportunities to perform both in London's O2 Arena with Young Voices and within the local community. In response to pupil voice, this year has also seen the launch of a ukulele ensemble and World Music Club.



# SOUTHWAY MUSIC DEVELOPMENT PLAN

	2021-22	2022-23	2023-24
CURRICULUM	<ul style="list-style-type: none"> <li>OAK Academy</li> </ul>	<ul style="list-style-type: none"> <li>Charanga (stage 1)</li> </ul>	<ul style="list-style-type: none"> <li>Charanga (stage 2)</li> </ul>
INSTRUMENTAL, VOCAL LESSONS, ENSEMBLES	<ul style="list-style-type: none"> <li>Whole class ensemble tuition <u>x1</u></li> <li>Instrument lessons <u>x2</u></li> <li>Choir</li> </ul>	<ul style="list-style-type: none"> <li>Whole class ensemble tuition <u>x2</u></li> <li>Instrument lessons <u>x2</u></li> <li>Choir</li> <li>Music room</li> <li>Ukelele club</li> </ul>	<ul style="list-style-type: none"> <li>Whole class ensemble tuition <u>x2</u></li> <li>Instrument lessons <u>x3</u></li> <li>Choir</li> <li>Ukelele club</li> <li>Djembe club</li> </ul>
MUSICAL EVENTS, OPPORTUNITIES	<ul style="list-style-type: none"> <li>Year 6 Production</li> <li>Class assemblies</li> <li>Young Voices</li> <li>Forrest Hill Singing</li> <li>Christ's Choral Day</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Production</li> <li>Class assemblies</li> <li>Young Voices</li> <li>Forrest Hill Singing</li> <li>Christ's Choral Day</li> <li>Southway Choral Day</li> <li>Carol Concert</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Production</li> <li>Class Assemblies</li> <li>Young Voices</li> <li>Forrest Hill Singing</li> <li>Christ's Choral Day</li> <li>Southway Choral Day</li> <li>Carol Concert</li> <li>School Concert</li> </ul>



# Impact



Our curriculum offer corresponds with Southway's **Progression of Skills** document for Music.

Curriculum Progression				
MUSIC Curriculum				
Focus	Year 3	Year 4	Year 5	Year 6
Appreciating and understanding the history of music, including the works of great composers and musicians, and music from a wide range of traditions, periods, styles and genres	<b>COMPOSER FOCUS:</b> Hans Zimmer (20 <sup>th</sup> century/contemporary)  <b>MUSICAL STYLES:</b> Film scores (USA) Pop (USA) Hip hop (USA) Nursery Rhymes (UK)	<b>COMPOSER FOCUS:</b> Edward Elgar (romantic)  <b>MUSICAL STYLES:</b> Romantic Mambo (Cuba) Samba (Brazil) Pop (North America) Hip Hop (North America) Nursery Rhymes (Africa)	<b>COMPOSER FOCUS:</b> Wolfgang Amadeus Mozart (classical)  <b>MUSICAL STYLES:</b> Western Classical Indian Classical Music West African Drumming Samba (Brazil) Folk Music (UK) Jazz (USA) Traditional songs (Nigeria, Canada)	<b>COMPOSER FOCUS:</b> Antonio Vivaldi (baroque)  <b>MUSICAL STYLES:</b> Baroque Jazz (USA) Opera (Europe) Protest Songs (USA) Gamelan (Indonesia) West African drumming (Ghana) International Folk Songs (Poland, France, Uganda, Scotland, Zimbabwe, South Africa, Cameroon, Ghana)
	I can identify musical styles through learning about their style indicators and the instruments played (e.g. Film Scores, Hip Hop, Pop and Nursery Rhymes)  I can find the pulse of music I am listening to.  I can use musical language to describe and talk about music.  I can listen to other ideas about music, respect those ideas and feelings.  I can show how pulse, rhythm, pitch, timbre fit together in a	I can identify musical styles through learning about their style indicators and the instruments played (e.g. Romantic, Samba, Pop and Hip Hop)  I can find the pulse of music I am listening to and understand what that means.  I can consistently use accurate musical language to describe and talk about music.  I can listen to other ideas about music, respect those ideas and feelings.	I can identify musical styles through learning about their style indicators and the instruments played (e.g. Western Classical, Indian Classical, Eastern Classical, Indian Classical, West African, Samba, Folk Music, Jazz)  I can confidently find the pulse of music I am listening to.  I can consistently use accurate musical language to describe and talk about music.  I can listen to other ideas about music,	I can identify musical styles through learning about their style indicators and the instruments played (e.g. Baroque, Jazz, Opera, Protest Songs, Gamelan, West African drumming, Folk music from around the world)  I can find the pulse of the music I am listening to confidently and inn  I can use accurate musical language to describe and talk about music.
Focus	Year 3	Year 4	Year 5	Year 6
Improvising for a range of purposes, using the interrelated dimensions of music	I can explore and create simple musical sounds with voices and instruments within the context of the song being learnt.  I can improvise using very simple patterns on my instrument and / or voice.  I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.  I can improvise using one or two notes.	I can improvise in a Samba style.  I can explore and create simple musical sounds with voices and instruments within the context of the song being learnt.  I can improvise using very simple patterns on my instrument and / or voice.  I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.  I can improvise using two or three notes.	I can scat and improvise in a variety of musical styles.  I can explore and create musical patterns with voices and instruments within the context of a variety of genres.  I can improvise using simple patterns on my instrument and with my voice.  I can create my own rhythmic patterns on my instrument and / or voice, incorporating syncopation and polyrhythms.  I can improvise using up to three or more notes.	I can improvise a walking bass line.  I can explore and create musical improvisation and patterns with voices and instruments within the context of a variety of genres.  I can improvise using a variety of patterns on my instrument and with my voice.  I can improvise my own rhythmic patterns on my instrument and / or voice, incorporating syncopation, polyrhythms, compound time and irregular metre.  I can improvise using up to three or more notes with greater confidence.
	I can compose a piece of music inspired by Hans Zimmer's 'Earth'.  I can compose a piece of rhythmic percussion music.  I can create simple melodies within the context of the song that is being learnt.  I can move beyond composing using two notes, increasing to three notes, if appropriate.  I can record the composition using one method (e.g. graphic/pictorial notation, video, ICT).  I can musically demonstrate an	I can compose a piece of music inspired by Edward Elgar's 'Enigma Variations'.  I can compose an accompaniment using ostinato and drones  I can compose a beatbox rhythm.  I can compose slightly more complex melodies within the context of the song that is being learnt.  I can compose using three notes.  I can record the composition in a couple of ways (e.g. using graphic / pictorial notation, video, ICT).  I can musically demonstrate an	I can compose a piece of music inspired by Mozart's Horn Concerto No.4.  I can compose a piece of music inspired by Leonard Bernstein's 'Membo'.  I can compose short pieces inspired by West African, Classical Indian and Brazilian Samba styles.  I can compose increasingly complex rhythmic percussion pieces, incorporating syncopation, ostinatos and polyrhythms.  I can create slightly more complex melodies within the context of the song that is being learnt and do this	I can compose a piece of music inspired by Vivaldi's 'The Four Seasons'.  I can compose a gamelan ensemble piece.  I can compose a Ghanaian song with West  I can compose increasingly complex rhythmic percussion pieces, incorporating syncopation, ostinatos and polyrhythms.  I can create more complex melodies within the context of the song that is being learnt and do this with deeper understanding.  I can move compose using three to

# Southway Three IIs



At Southway our pedagogical approach is based on three key, identifiable elements.

## INDEPENDENT LEARNING MEANS...

- Teachers providing structured, well-ordered classrooms
- Teachers ensuring clear routines
- Staff having consistent learning behaviour expectations
- Teachers providing high quality resources
- Teachers promoting children as teachers as well as learners
- Teachers providing appropriate tasks and learning for children to access at all levels of ability
- Staff applying the C3B4ME – ‘See three before me’ approach

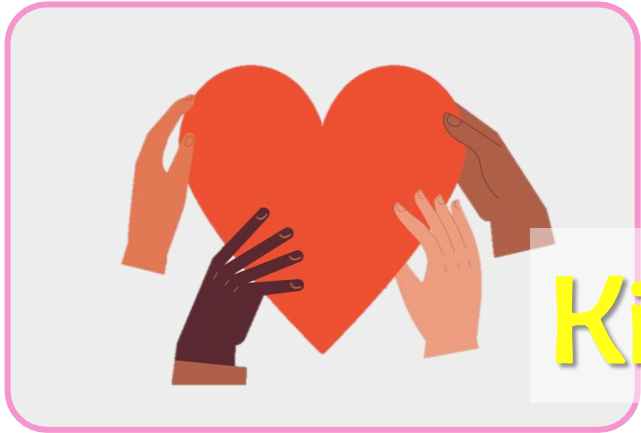
## INTERACTIVE LEARNING MEANS...

- Teachers finding appropriate opportunities for exploratory learning through hands on experiences
- Teachers using the outdoors as a teaching and learning space

## INSIDE-OUT LEARNING MEANS...

- Children working harder than teachers
- Children investigating rather than being told
- Teachers asking more open-ended questions
- Teachers focusing on enquiry-based learning
- Teachers demanding excellence

# Southway's Values



Kindness



Respect



Resilience



Teamwork

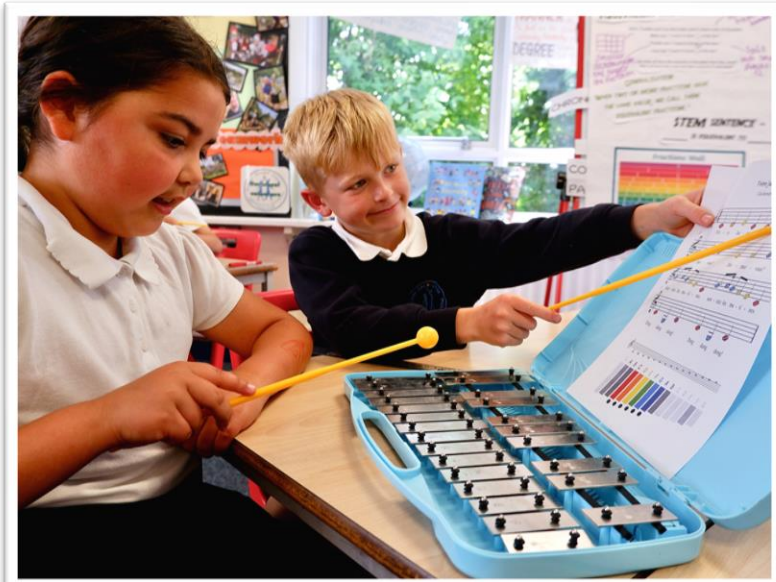
# Curriculum Overview



Year group	Autumn1	Autumn2	Spring1	Spring2	Summer 1	Summer 2	Additional Unit
Y3	<u>Me and My World</u> DEVELOPING NOTATION SKILLS Country Pop		<u>Soundrels at Sea</u> ENJOYING IMPROVISATION Disco New Orleans Jazz		<u>Battles and Bangs</u> MUSICAL STYLES Gospel Jazz		WHOLE CLASS INSTRUMENTAL TUITION <u>RECORDER</u> One term per class – 12 hours
Y4	<u>Victorian Towns and Twisted Tales</u> COMBINING MUSICAL ELEMENTS Pop INTERESTING TIME SIGNATURES Orchestral Pop		<u>Mysterious Maya</u> PULSE AND GROOVE Folk Disco		<u>To Infinity and Beyond</u> CREATING SIMPLE MELODIES Contemporary R&B IDENTITY and EXPRESSION Electronic Dance Music		WHOLE CLASS INSTRUMENTAL TUITION <u>VIOLIN</u> One term per class – 12 hours
Y5	<u>Power and Palaces</u> MUSIC TECH 20 <sup>th</sup> Century Orchestra Music Contemporary Orchestra Music		<u>We'll Meet Again</u> EMOTIONS and MUSICAL STYLES Orchestra Music Pop		<u>Seas, Storms &amp; Survival</u> KEY and TIME SIGNATURES South African pop CHORDS Reggae		WORDS, MEANING and EXPRESSION K-pop Orchestra Music
Y6	<u>Frozen in Time</u> STRUCTURE and FORM Soul Swing Jazz		<u>Walk Like an Egyptian</u> PERFORMANCE Rock and Roll Disco		<u>Blood, Bones and Body Bits</u> EXPLORING NOTATION Rock Folk		CHORDS and STRUCTURE Hip-Hop Gospel



# STANDARDS IN YEAR 3





# STANDARDS IN YEAR 4





# STANDARDS IN YEAR 5





# STANDARDS IN YEAR 6



Year 6 musical  
production





# Enrichment Opportunities: Southway Choral Day

A whole morning of expert singing coaching for every child in Southway ...



... led by a renowned choral conductor ...



**David Lawrence** @davidlmusic · Oct 17, 2022

This was such a joy, and thank you for inviting me!



**Southway Junior School** @SouthwayJS · Oct 17, 2022

Last Monday, every child in Southway enjoyed a special and memorable learning opportunity, singing their hearts out all morning with David Lawrence, Principal Conductor of Young Voices and conductor of some of the country's most prestigious choirs.



... culminating in a whole-school singing performance!





# Enrichment Opportunities: Whole-school singing

Special whole-school singing events



Southway's Got Talent Contest vocal performance



Whole-school singing assemblies linked to Southway's values

We are a  
**sing up**  
school!

WEEK BEGINNING	MONDAY 10am (Song)	WEDNESDAY 10am (SINGING ASSEMBLY)
13.6.22	Sing From Your Heart	<b>YEAR 3</b> Believe in Me (TEAMWORK)
20.6.22	Walking on Sunshine	<b>YEAR 4</b> Kindness Makes the World Go Round (KINDNESS)
27.6.22	You Can Do It	<b>YEAR 5</b> Thank you for a Million Different Things (RESPECT)
4.7.22	Touch the Sky	<b>YEAR 6</b> Try Everything (RESILIENCE)
11.7.22	Great Day	<b>YEAR 3</b> We're all in this Together (TEAMWORK)



# Enrichment Opportunities: Choir



## Young Voices 2022!

Southway's choir enjoys a magical musical experience

This week, eighty excited Southway pupils travelled to London's O2 Arena to join the world's largest children's choir for an unforgettable and inspiring performance. Following months of preparation, we all revelled in the opportunity to sing in one of

the country's most iconic concert venues, alongside professional artists and under the direction of a world-renowned conductor. 150 family members attended the extravaganza, enthusiastically supporting and celebrating our shared vision of rebuilding a thriving musical community at

Southway, with an inclusive choir at its heart.

*If you can walk you can dance;  
if you can talk you can sing.*  
- Zimbabwean proverb

Mr Powell  
Music Lead



Concert @  
O2 Arena





# Christ Hospital's Choral Day



Performances in  
the local  
community



# Enrichment Opportunities:

## Instrumental lessons



Whole-class  
clarinet  
tuition



Violin  
lessons



Guitar  
lessons



Mayan  
drum  
workshop





# Enrichment Opportunities: Carol Concert

Two whole-school performances to an audience of 700 members of the Southway community



Virtual  
Carol  
Concert  
2021





# Pupil Voice

feedback

"I love the feeling of **achievement** when I improve my playing."

"Music is my favorite subject at school because I can be **creative** and express myself."

"I think music is teaching me **resilience** because you there are always new **challenges**."

"The best part of being in the choir is the **energy** of singing **together** – it makes me **feel so good!**"

"Young Voices was my best **memory** this year!"

"There are loads of **opportunities** to sing at school. Because we **perform**, I **practice** lots at home."

## Spring/Summer 2022



feedforward

"I want to play music with other people in an **orchestra** or band."

"If we had **more instruments** to play, that would be incredible. There are so many I want to try but I haven't had the chance."

"I wish I could **play in a concert** in school."

"The best thing about music lessons is getting to **create** something new. We should do that more."

"I definitely want to make music and be **active** in lessons more than just watch."

"It would be good to do **grades!**"