



## Music Subject Profile

**Subject Lead background:** Music Specialism Degree (played instruments violin, piano and saxophone since a young age, Music Schools and further education in music)

**Additional Performing Arts team...** Singing assemblies are supported by the Music Lead and led by the following members of staff:



Teacher with Dance Degree and Performing Arts, Music and Dance A Levels (KS2 singing assembly) supported by experienced HLTA



LSA Secondary Drama Instructor with many years experience as a Musical Theatre Director (KS1 singing assembly) - includes makaton sign language.









Pupils in KS1 and KS2 have lessons with a Qualified dance teacher for a term each year as part of their P.E. entitlement - these sessions are thematic and include a variety of musical stimuli




### Reading -

Classrooms -  Core Read-Aloud Stories, Non-Fiction and Poetry The Seaside Room (Different books about 'Composers' displayed) and QR codes to learn more about songs/genres/artists explored across the music curriculum - interactive display  Musical Appreciation and Composers - Spiral Curriculum **Key 2 words: organise, compose, appreciate**

Objectives (compiled from the National Curriculum)	Musician Strands (pupil-friendly 'subject keys' to unlock the key skills and knowledge)	HH Learning Experience Context, Phase/Term taught and Progression (2 year creative curriculum cycle per phase KS1 (Year 1 and 2) LKS2 (Year 3 and 4) UKS2 (Year 5 and 6) Au: autumn terms, Sp: spring terms Su: summer terms)
<p><u>EYFS</u> Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> <p><u>KS1</u> 1. Perform, listen to, review and evaluate music 2. Learn to sing and use</p>	<p> <b>Perform</b> - and review</p> <p>Development through opportunity - 'breadth and depth of experiences' (see progression table and pictorial map)</p>	<p>EYFS - perform the Nativity Continuous provision - Music Outside Large scale music area (eg drums, glock)</p> <p>KS1 Singing assembly - performance techniques</p> <ul style="list-style-type: none"> <li>-  Banquet 'Ballroom' dances to music and 'minstrels' playing instruments - <i>where possible, pupils perform 'Raindrops and Rainbows' from recorder lessons (Year 2) - KS1 A1 (Castles)</i></li> </ul> <p>Dinosaur song - class performance - Sp1 (Dinosaurs) Penguin songs - KS1 A2 (Penguins) Harry Potter theme tune - KS1 Sp2 (Wizards) Perform 'Treasure Island' songs LKS2 Sp1 (Pirates) Recorders Year 3 pupils taught by a peripatetic music teacher 10 weeks (Essex Schools) LKS2 Sp1/Su1 and Su2 Perform 'Silent Night' carol in original German language at Christmas Carol Concert - UKS2 A1 (Victorians) Perform 'Jerusalem' hymn at Christmas Carol Concert - UKS2 A2 (War and Conflict)</p>

<p>your voice</p> <p>3. Create and compose music</p> <p>4. Learn a musical instrument</p> <p>5. Explore how music is created</p> <p>6. Understand musical vocabulary and notations</p> <p><u>KS2</u></p> <p>1. Sing and play musically</p> <p>2. Understand musical composition</p> <p>3. Organise and adapt ideas within musical structures</p> <p>4. Reproduce sounds from aural memory</p> <p>5. Perform confidently with control and expression</p> <p>6. Appreciate a range of music</p>		<p>African Drumming: record, watch back and peer-review - UKS2 Su1 (Around the World)</p> <p>Perform an aboriginal dreamtime story through music around the campfire  - UKS2 Su2 (Australia)</p> <p>Perform to parents/carers at Christmas - EYFS- Nativity KS1, LKS2, UKS2 - Carol Concerts annually </p> <p>Year 6 Annual performance 'Young Voices' Concert at the O2 - perform assembled context - pupils learn up to 20 songs (vast variety) </p> <p>Annual Talent Show - auditions by the School Council at lunchtimes - finalists to the whole school in the show (Su) </p>
	<p> <b>Sing</b></p> <ul style="list-style-type: none"> <li>- from aural memory</li> <li>- expression</li> </ul> <p> Music Matrix</p>	<p>Chirtsmas songs - EYFS Au2</p> <p>KS1 Singing assembly - dynamics, vocal warm-up, themed songs, performance techniques</p> <p>Dinosaur song - groups for each verse then all together for the chorus - KS1 Sp1 (Dinosaurs)</p> <p>Penguin-themed songs - KS1 A2 (Penguins)</p> <p>Vocal coach tutorials 'Treasure Island' - LKS2 Sp1 (Pirates)</p> <p>'Silent Night' carol - UKS2 A1 (Victorians)</p> <p>'Jerusalem' hymn - UKS2 A2 (War and Conflict)</p> <p>'Sing' Commonwealth Band - 'control, volume, sound and pitch' - UKS2 Su1 (Pompeii)</p> <p>Year 6 Annual performance 'Young Voices' Concert at the O2 Arena, London  - using voices with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand musical notation. Pupils learn up to 20 songs (vast variety) (Weekly singing assembly led by the Music Lead 2.45-3.15pm and Year 6 offered Choir places in the autumn term)</p> <p>Singing Assemblies  - Milestone 1 experience/pre-teaching Milestone 2 Singing Matrix</p> <p>KS1 - Warm Up Exercises, Talk about what makes a good singer: warm up voice, throat protection, singing from diaphragm ('power') - actions - performing (size/spatial awareness) and expression</p> <p>Autumn Harvest</p> <p>Christmas Songs (with makaton actions)</p> <p>Songs with meaning e.g. PSHE friendships</p> <p>Musical Theatre</p> <p>School Values - REACH Up, Jump Up, Thumbs</p>

Reach Up for the Stars  
Children of Holland Haven School

Singing Assemblies  - KS2 - Milestone 2 and 3 Singing Matrix  
KS2 - Autumn: Harvest  
Themed-based songs: Victorian hymns, Pompeii  
Religious songs: Lord of the Dance, Carols at Christmas  
Musical Theatre  
Reach Up for the Stars - School Values  
Note: All songs are planned intentionally to compliment PSHE core values or thematic learning



**Play an instrument**

- including developing aural memory

**Music Matrix**

Seaside Demountable - music area  
- Designated space for class lessons, individual music lessons and musical instruments

*Also see Singing strand above*

Annual Whole School Live interactive assembly: Rock Academy Show-case of instruments: guitars, drums, piano (Rock Academy provide private small-group sessions in school time)

EYFS - continuous provision 'outdoor learning environment': metal chime bars, wooden rainmakers, plastic drums and musical instruments

Banquet 'Ballroom' dances to music - where possible, pupils perform 'Raindrops and Rainbows' from recorder lessons (Year 2) - KS1 A1 (Castles)

Chime bars/keyboard - exploring notes (keys and letter names) and playing basic melody 'Harry Potter theme tune' - KS1 Sp2 (Wizards)

- *Practise playing instruments: keyboard, drum etc correctly (longer/louder notes etc) - Science*  
LKS2 A1 (Charlie and The Chocolate Factory)

Recorders Year 3 pupils taught by a peripatetic music teacher 10 weeks (Essex Schools) LKS2 Su1 and Su2

Body percussion or instruments to represent rainforest: rain, thunder, animals - LKS2 Sp2 (Rainforests)

- Play the keyboard:
- 'Silent Night' UKS2 A1 (Victorians)
  - 'Jerusalem' UKS2 A2 (War and Conflict)
  - Challenges 1-6 (treble clef to melody and bass clef together) - UKS2 Sp2 (Pompeii)

Play the African Djembe Drum - African Drumming workshops UKS2 Su1 (Around the World)



**Organise musical structure (tier 2 word)**





- musical notations and vocabulary
- pitch, duration, dynamics, tempo, timbre, texture, structure

Introduction to concept of beats and timings KS1 A1 (Castles)

'Cave Baby' book stimulus linked to emotional literacy and art... graphic scores linked to emotion in music (*Computing - Purple Mash*) KS1 Sp1 (Dinosaurs)

Peter and The Wolf (Prokofiev: The Carnival of the animals) and Disney's Little Mermaid 'Under the Sea' exploring how the music is created - KS1 Su1 (The Seaside)

How is music is created - tuned and untuned instruments, body percussion, beats etc KS1 Su2 (Minibeasts)

	<p>- orchestra (instrument families)</p> <p> Holland Haven Music Glossary</p>	<p>Vocabulary 'beats in a bar' 4,8,12,16 'metronome' 8 beats, 2 bars: 4 beats in a bar, introduce time signature - LKS2 A1 (Charlie and The Chocolate Factory)</p> <p>Recorders Year 3 pupils taught by a peripatetic music teacher 10 weeks (Essex Schools) - Recorders musical structure / vocab etc (Charanga)</p> <p>Notation: stave, treble and bass clef, semibreve, crochet and quavers.. Read and play single notes (and ext. chords &amp; left and right hand together) - UKS2 A1 (War and Conflict) and UKS2 A2 (Victorians)</p> <p>Holst's Planet Suite - tempo/texture exploring 'musical movements' linked to astrological name 'Bringer of Jollity/Old Age' - UKS2 Sp1 (Out of this World)</p> <p>Musical vocabulary: timbre, pitch, texture, dynamics, tempo, rhythm and pulse in the context of reviewing different types of music - UKS2 Su1 (Around the World)</p> <p>Dreamtime story represented in musical elements timbre, tempo and dynamics on a symbolic grid - 'sheet music' UKS2 Su2 (Australia)</p>
	<p> <b>Compose</b> - (Tier 2 word)</p> <p> Music Matrix</p>	<p>Intro to composition: clapping beats, playing notes on keyboards and chimes - KS1 A1 (Castles)</p> <p>'Cave Baby' book stimulus linked to emotional literacy and art... 'graphic scores' Vivaldi Four Seasons inspiration KS1 Sp1 (Dinosaurs)</p> <p>Under the Sea' composition - digital Purple Mash software - KS1 Su1 (The Seaside)</p> <p>How is music is created - tuned and untuned instruments, body percussion, beats etc KS1 Su2 (Minibeasts)</p> <p>Compose a musical piece for 'The Candy room scene' 6 bars planning sheet - LKS2 A1 (Charlie and The Chocolate Factory)</p> <p>Symbols representing rain, thunder, animals etc.. groups and conductor - LKS2 Sp2 (Rainforests)</p> <p>Holst's Planet Suite 'Jupiter' and 'War' representing its movement 'Bringer of Jollity' and 'Bringer of War' and recording in non-musical notation - UKS2 Sp1 (Out of this World)</p> <p>African drumming: 4 beats/2 bars, 6 patterns within the same musical structure -</p> <p>African drumming day  UKS2 Su1 (Around the World)</p> <p>Representing a dreamtime story through different musical instruments - UKS2 Su2 (Australia)</p>



### Appreciate

- including history of music and reflection

### ▣ Musical Appreciation and Compo...

HH [Interactive QR board](#) -

The Seaside Room

[‘spiral curriculum’ memory jogger](#)

Including a programme of themed P.E. dance lessons

Castle’s Medieval Minstrels (travelling musicians) and likes and dislikes review - KS1 A1 (Castles)  
 Penguin-themed songs - sing, evaluate, review pop culture music - KS1 A2 (Penguins)  
*Peter and The Wolf, Harry Potter theme tune* - see above - KS1

*P.E. dance lesson:* The Little Mermaid, Under The Sea instrumental

Generate a bank of adjectives/adverbs to describe how sea creatures move eg. tumble, float, swish, swoosh, dart, flick, drift, dive, spin, leap, zooming, stabbing, paddle, wave, glide, graceful, peaceful, fast, flowing, chop

KS1 Su1 (The Seaside)

*P.E. dance lesson:* A Bug’s Life original Soundtrack - It’s the time of your life.

Discussion about the steady and obvious beat in the music (assists counting in eights). Singer ‘jazz style’

KS1 Su2 (Minibeast)

Classical music/orchestras: Holst The Planets ‘Mars’, Saint Saens, ‘The Carnival of the Animals’ - emotions /story /atmosphere - LKS2 A1 (Charlie and The Chocolate Factory)

Treasure Island story through 7 different musical styles - LKS2 Sp1 (Pirates)

- *P.E. dance lesson:* Finding Neverland, soundtrack version - The Pirates

Life aboard a pirate ship - transferred into a dance: characterisation, use of expression, confident movements projected out to the audience, storytelling and careful counting

LKS2 Sp1 (Pirates)

‘Silent Night’ carol - original German roots and Queen Victoria’s role in popularity - UKS2 A1 (Victorians)


‘Holst’s Planet Suite’ astrology link - UKS2 Sp1 (Out of this World)

Musical styles from Asia, Africa, America (South and North) and Europe and The History of the African Djembe Drum - UKS2 Su1 (Around the World)




- UKS2 A1 - (Victorians)
- *P.E. dance lesson:* Consider Yourself - Oliver! The Musical

Talk about the main characters from the book. Vocabulary: characterisation, story telling, performance, stage, audience, confidence and expression

‘Jerusalem’ hymn, and songs, ‘The White Cliffs of Dover’ and ‘We’ll meet again’ - UKS2 A2 (War and Conflict)

		<ul style="list-style-type: none"> <li>- <b>P.E. dance lesson:</b> Kenji Kawai Apocalypse song</li> </ul> <p>Pupil response to the music - tense, scared, worried, apprehensive, haunted, atmospheric and sad... Ideas to do with battle, struggle, defeat and soldiers</p> <p>UKS2 A2 (War and Conflict)</p> <ul style="list-style-type: none"> <li>- <b>P.E. dance lesson:</b> Amazon Sunset - Spa Sounds Musicians</li> </ul> <p>Rhythmical flow of the music and the steady pace throughout. Pupil response to the music - tropical feel and also how it makes them feel very calm. 'The Kapok Tree' book is used to tell this story through dance</p> <p>UKS1 Sp2 (Rainforest)</p> <p>Theme tunes such as Jaws - what feelings do they evoke? Aboriginal music: indigenous people of Australia's beliefs about the dreamtime (creation of the land) - role of the didgeridoo for animal sounds</p> <p>UKS2 Su2 (Australia)</p> <p>Year 6 Annual performance 'Young Voices' Concert at the O2 -, appreciate and understand a wide range of 'high-quality live music' composers and musicians, understanding history of music - pupils learn up to 20 songs (vast variety) - note all UKS2 rehearse the songs and Year 5 perform separately to parents/carers </p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**Educational Impact**







<p>Substantive Knowledge  <a href="#">Holland Haven Music Glossary</a></p> <p><u>Genres</u> hymns/carols (Jerusalem and Silent Night) pop culture (for example, theme tunes for Jaws and Disney's The Little Mermaid), musicals (Oliver!), classical music (Kenji Kawai Apocalypse song, Holst's Planet Suite and Saint Saen's Carnival of the Animals) and blues, rap, comedy, latin, rock n roll, waltz mix (Treasure Island in different musical styles) Pop Melody (Young Voices Concert)</p> <p><u>Culture/History of Music</u> Aboriginal dreamtime stories, African drumming (djembe drum), Tudor music (Greensleeves), musical styles from across the world, war songs (We'll meet again, White Cliffs of Dover) and Commonwealth band. Young Voices Concert - O2 Arena, London</p>	<p>Disciplinary Knowledge - Application Leading to Skills  <a href="#">Music Matrix</a></p> <p><u>Play instruments:</u> chime bars, keyboard, recorder and african drum</p> <p><u>Read and write music</u> Compose music using non-musical and musical notations, to tell a story, explore emotion for a range of purposes. Create electronic music.</p> <p>Sing and perform.. Use body percussion.</p> <p>Transferable skills</p> <p>Metacognitive thinking  (appreciation/reflection)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




Knowledge of musical vocabulary and structure: dynamics, tempo, beat, pitch, rhythm and pulse (KS1) + rhythm, tempre, melody, texture, harmony (KS2)

'Compose' --- Musician and Linguist  
 'Organise' --- Musician and Historian

	KS1	LKS2	UKS2
A1	<a href="#">Castles</a>	<a href="#">Charlie and The Chocolate Factory</a>	<a href="#">Victorians</a>
Sp1	<a href="#">Dinosaurs</a>	<a href="#">Pirates</a>	<a href="#">Out of this World</a>
Su1	<a href="#">Seaside</a>	<a href="#">The Tudors</a>	<a href="#">Around the World</a>
A2	<a href="#">Penguins</a>	<a href="#">Egyptians</a>	<a href="#">War and Conflict</a>
Sp2	<a href="#">Wizards</a>	<a href="#">Rainforests</a>	<a href="#">Pompeii</a>
Su2	<a href="#">Minibeasts</a>	<a href="#">Inventors</a>	<a href="#">Australia</a>

Play an Instrument	Performance - opportunity (breadth and depth)	
Milestone 1	Milestone 1	
		<p>Performing in singing assembly                      KS1 (120 pupils)</p> <p>Local community in school</p>
Milestone 2	Milestone 2	

 		<p>Performing in singing assembly KS2 (240 pupils) and Christmas Church Carol Concerts</p> <p>Local community Venue in the local area</p>
Milestone 3	Milestone 3	
 		<p>National community</p> <p>Venue in London 'Young Voices Concert'</p> <p>Choir 8,000 pupils Audience 10,000 people</p>

Performance Strand	Year Groups	Progression - Type of Performance	Progression - Audience and Venue
Milestone 1  <b>Perform</b>	EYFS	Nativity	Audience from the Local School Community: parents/families, governors, pupils from other year groups
	KS1	Carol Concert	Venue - School Hall (stage)
Milestone 2  <b>Perform</b>	LKS2	Carol Concert	Audiences from the Local School Community: parents/families, governors, pupils from other year groups
		Themed performance (Treasure Island)	Venue - School and Local Church Staged area (Alter)
Milestone 3  <b>Perform</b>	Year 5	Year group performance to parents with solo and small-group performances (Themed Victorian / WW2 Carol Concert)	Audience: Parents/Carers Venue: School Hall (stage)
	Year 6	Year 6 Leavers Show Single Year Group short show-case 'Young Voices' medley and Year 5 Carol Concert	Audience - a further 10,000 people



		<p>Year 6 attend 'Young Voices' Concert - Largest Choir in the World (8,000 young performers)</p> <p><i>UKS2 taught and rehearsed as a phase with the Music Lead</i></p>	<p>Venue: O2 Arena, London</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------