

MUSIC TEACHING AND LEARNING AT ROBSON HOUSE

KS1



Music is taught by a specialist teacher one day a week at Robson House. Every child receives a one-to-one individual session every two weeks, between 20 and 30 minutes. They have access to a full Drum Kit, a Kawai ES110 Digital Piano, Bass Guitar, Electric or Acoustic Guitar, Ukulele, Glockenspiel, various percussion including diverse instruments of cultural interest such as Cabasa, Kalimba and Kpanlogo, and a Microphone and PA. We follow the National Curriculum for Music. Within that framework we implement a structured and progressive programme, bespoke to the musical interests and talents of the individual children. The sessions focus on participation, enjoyment and performance, aiming to "engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement."

We also hold group sessions, so that the children can experience the joy of ensemble playing, and also to prepare for performances which take place regularly at Robson House. We work closely with Camden Music Hub and other providers. This dual approach is designed to enable children to "sing and play musically with increasing confidence and control." Additionally, all Looked-After children are offered a free fortnightly extra session after school.

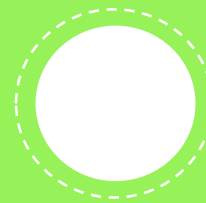
Group Provision

The children who are working at Year 1 focus exclusively on singing in a group, learning to support others and gaining confidence to perform.

The children working at Years 2-3 focus on singing and using percussion to explore music as a written form, learning compositional skills and developing musical memory.

The children working at Years 4 -5 learn to play an instrument to develop ensemble skills, good listening and melodic and rhythmic understanding. These instruments include the harmonica and ukulele to date. They continue singing as well.

The children in Year 6 focus on group drumming to combine all their skills from the group sessions: ensemble playing, solo performance, composition, memory, listening, and confidence in musicality. They continue singing as well.



KEY LEARNING KS1

Key Skills

Performing & Composition

- Sing in a group by following the melody and copying the lyric.
- Sing solo in a private music session by following a known melody, with accompaniment.
- Sing solo in a private music session by improvising a melody, with accompaniment.
- Sing solo in a group music session, by following a known melody or improvising, with or without accompaniment.
- Repeat a rhythm pattern using instruments of indeterminate pitch.
- Create a 4-beat rhythm pattern using instruments of indeterminate pitch.

Appraising & Listening

- Identify the relative pitch of a note as "high", "middle" or "low" on a staff.

Musical Elements

- Draw a musical note of indeterminate value on a staff, choosing a relative pitch of its position.



NATIONAL CURRICULUM CONTENT

Pupils are taught:

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- 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.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

KS2



KEY LEARNING LKS2

Key Skills

Performing

- Create, sing and repeat a melody, with or without accompaniment.
- Play a musical instrument in a group, by keeping time and following or memorising melodic and/or chord patterns.

Improvisation & Composition

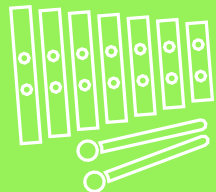
- Create a lyric within a given rhythmic structure and rhyming scheme.
- Write a 4-beat rhythm pattern and play it on instruments of indeterminate pitch, using standard note values.
- Create a lyric for a new melodic or chord pattern, with accompaniment.

Appraising & Listening

- Listen to a variety of music, and respond through discussion, art, dance, written word and music.

Musical Elements

- Identify note values of 1, 2 and 4 beats and their rests.



Enrichment

- Robson House Music Concert
- OAE and Royal Academy of Music Projects
- Camden Music Festival (Royal Albert Hall)



KEY LEARNING UKS2

Key Skills

Performing

- Play a musical instrument in a private music session, by keeping time and following or memorising melodic and/or chord patterns.
- Create a melodic or chord pattern and play it on a musical instrument in a private music session, by keeping time and following or memorising melodic and/or chord patterns.

Improvisation & Composition

- Sing an appropriate melody whilst playing an instrument.
- Create and write a 32-beat rhythm pattern using instruments of indeterminate pitch.
- Create and write a 8-beat melodic and rhythmic pattern using pitched instruments.

Appraising & Listening

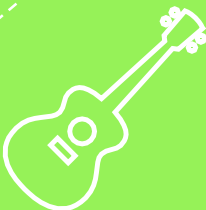
- Listen to a variety of music, and respond through discussion, art, dance, written word and music with increasingly deliberate expression.

Musical Elements

- Identify half, quarter and eighth beat note values in standard form, and their rests.
- Use the terms pitch, tempo, duration, melody, rhythm, beat/pulse, timbre when discussing music.
- Identify a chord chart, tablature, standard notation and drum notation, and suggest an appropriate instrument for each written form.

Musical Application

- Follow technical instructions, and memorise methods for practise, for learning a pitched musical instrument.
- Read and sing a melody in C major written in the treble clef.



INTENDED OUTCOME BY END OF KEY STAGE 2

Children will leave Robson House having had the opportunity to become meaningfully involved in music. Throughout their time in the school, they will have had valuable experience, creating, performing, listening and appreciating music inspired by different cultures, traditions places and times, and enjoyed working with professional musicians with a range of vocal, instrumental and technological expertise. They will have had frequent opportunities to share and celebrate their music with others, both within the classroom and wider school community, as well as in local concert settings, including the Royal Albert Hall. Children's musical aspirations will be genuinely supported, and further provisions offered to their families in order to enable them to further develop their interest, confidence and skills in music.