



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together



Holy Trinity
Music Portfolio

Zoë Ansah



Music at Holy Trinity

Our History

Holy Trinity has a long-standing history of pioneering music education in Lambeth. The school sees the value of music within the context of primary education, and is heavily invested in providing excellent music learning opportunities.

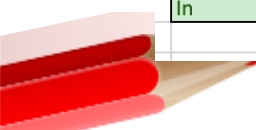




The 18 months I have worked at Holy Trinity have not been typical of any academic year due to COVID-19.



COVID lockdown timeline	
Month	Status
Sep-19	In
Oct-19	In
Nov-19	In
Dec-19	In
Jan-20	In
Feb-20	In
Mar-20	Out
Apr-20	Out
May-20	Out
Jun-20	Out
Jul-20	Out
Aug-20	Out
Sep-20	In
Oct-20	In
Nov-20	In
Dec-20	In
Jan-21	Out
Feb-21	Out



Given an opportunity to think outside the box of conventional teaching.

How Music Works

- Mozart - Sonata Opus KV 331, Rondo Alla Turca
- 'Allegretto' means 'moderately fast'.
- Notice the shape of the melody...
- Think about the tempo, pitch, texture, feel... how would you describe the melody or the instrumentation?
- Andante

Background

Music at Holy Trinity

Intent

To provide a broad, inclusive music curriculum which offers each student to see themselves as musicians, and strive to be the best musician they can be.

To widen music vocabulary, music theory and practical application, as well as general appreciation of music via 'substantial connected learning'.

To see music as a viable means of expression no matter age or ability.



Music at Holy Trinity

Intent

Curriculum design bespoke to the school, compiled in collaboration with staff and students.

A benefit to working this way allows our provision to stay relevant, and the learning connect to school calendar, cultural events and year group topics.

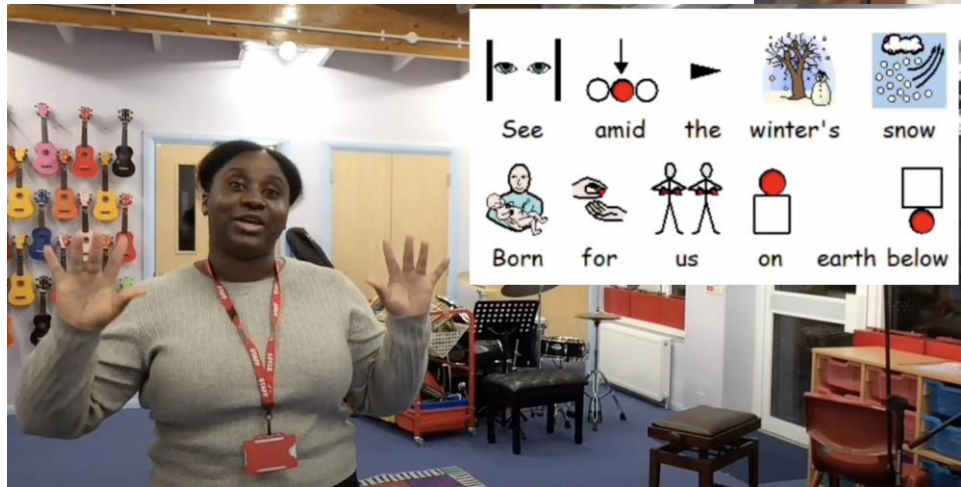
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Respond to pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Recognise symbols for rhythmic notation. ● Sing in an ensemble. ● Follow actions to accompany singing. 	<ul style="list-style-type: none"> ● Understand the musical terminology for some dynamics. ● Recall the four families of the orchestra. ● Respond to changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Read and recognise symbols for rhythmic notation. ● Sing in an ensemble. ● Follow actions to accompany singing. 	<ul style="list-style-type: none"> ● Identify changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Understand the musical terminology for a variety of dynamics. ● Explore timbre and texture. ● Read and recognise symbols for rhythmic notation. ● Perform using graphic notation and a variety of classroom instruments. ● Sing in an ensemble. ● Follow actions to accompany singing. 	<ul style="list-style-type: none"> ● Play the ukulele. ● Perform partner songs and part-singing as an ensemble. ● Identify changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Understand and apply the musical terminology for a variety of dynamics. ● Perform exploring timbre and texture. ● Read and recognise symbols for rhythmic notation. ● Perform using graphic notation. ● Sing in an ensemble. ● Devise actions to accompany singing. 	<ul style="list-style-type: none"> ● Play a stringed orchestral instrument as part of an ensemble. ● Identify changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Understand the musical terminology for a variety of dynamics. ● Perform exploring timbre and texture. ● Read and recognise symbols for rhythmic notation. ● Perform using graphic notation. ● Sing and play instruments in an ensemble. ● Devise actions to accompany singing. 	<ul style="list-style-type: none"> ● Use my knowledge of instrumental playing in performance. ● Listen and express my thoughts, reactions and feelings towards a piece of music. ● Compare different genres in discussion ● Identify changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Recall the four families of the orchestra and identify instruments within the orchestra. ● Understand the musical terminology for a variety of dynamics. ● Perform exploring timbre and texture. ● Read and recognise symbols for rhythmic notation. ● Perform using graphic notation. ● Sing and play instruments in an ensemble. ● Devise movement to accompany singing. 	<ul style="list-style-type: none"> ● Use my knowledge of instrumental playing in performance. ● Discuss and articulate my thought, reactions and feelings towards a piece of music. ● Compare and contrast different genres in discussion ● Identify changes in pitch, pulse, tempo, rhythm and dynamics by following the teacher. ● Recall the four families of the orchestra and identify instruments within the orchestra. ● Understand and apply the musical terminology for a variety of dynamics in performance. ● Perform exploring timbre and texture. ● Read and recognise symbols for rhythmic notation. ● Compose and perform using graphic notation. ● Improvise with a variety of classroom instruments or voice. ● Sing and play instruments in an ensemble. ● Devise movement to accompany performance.



Music at Holy Trinity

Implementation

Class lessons



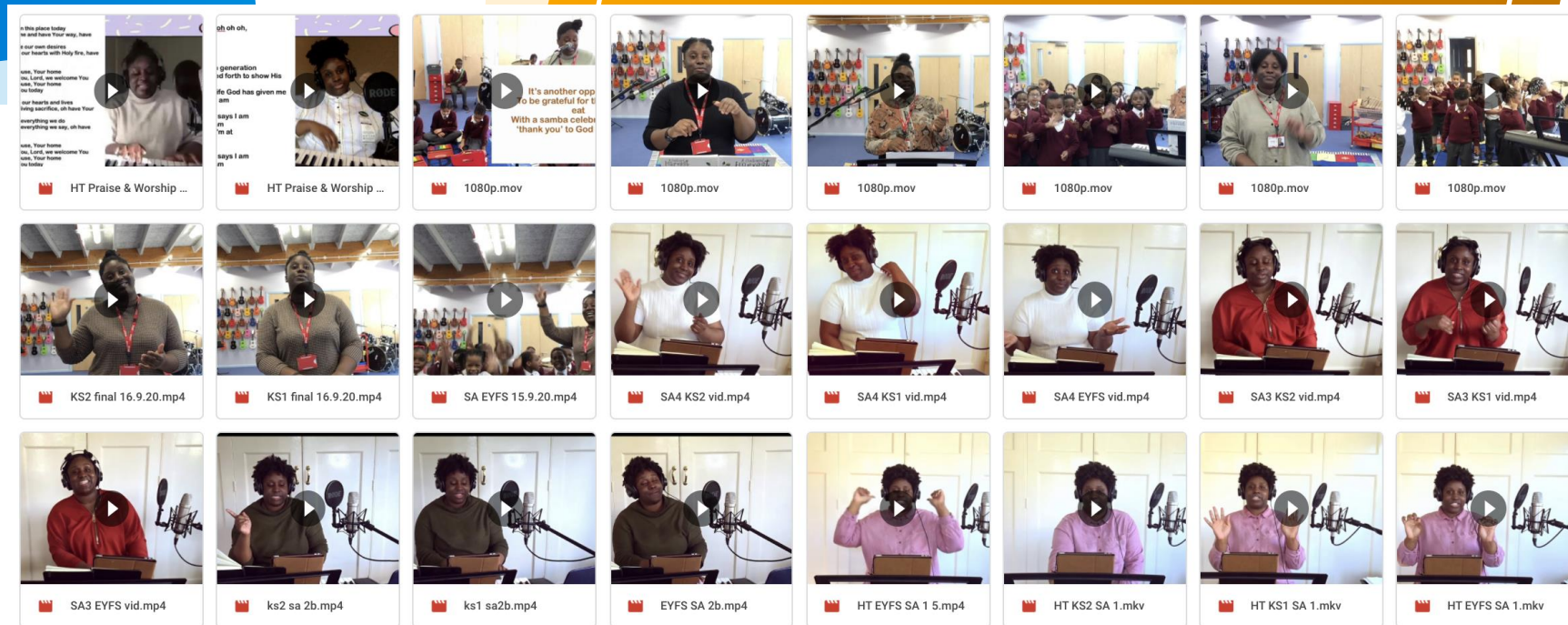
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Music at Holy Trinity

Singing assemblies are an invaluable opportunity to teach every child music each week.

Students are able to build their confidence and musical repertoire, enhance their singing ability, and feel the extraordinary benefits of group singing.



Implementation



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Music at Holy Trinity

Implementation

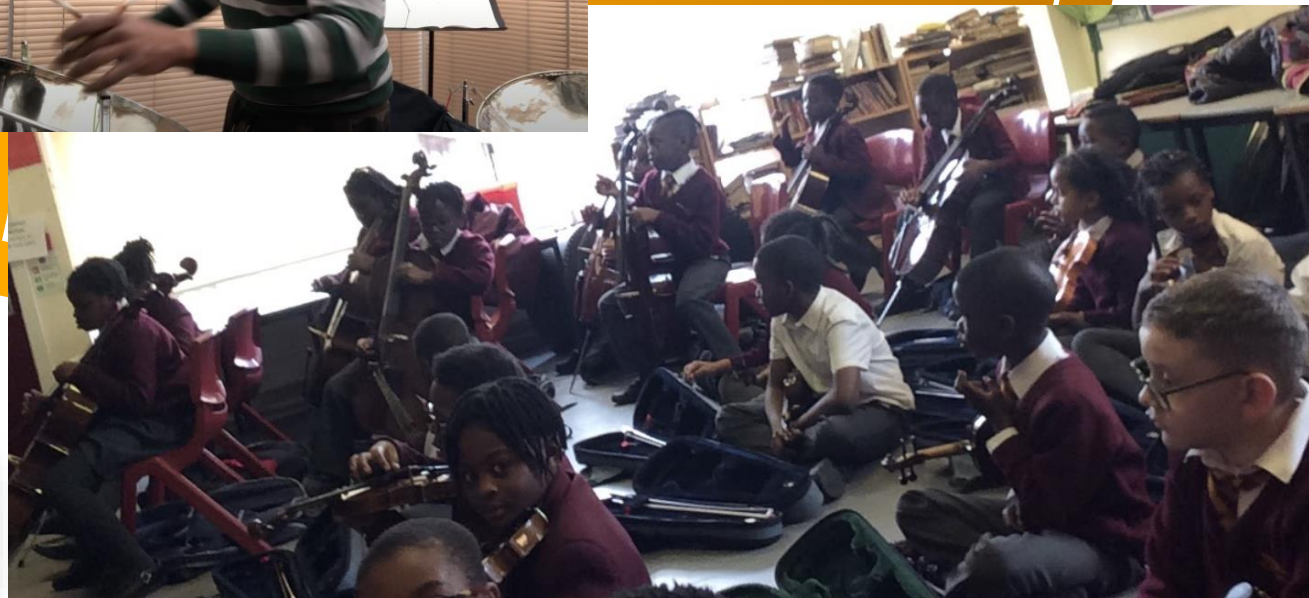
Instrumental lessons

Almost 52% of KS2 benefit from weekly instrumental lessons at Holy Trinity.

That's 88 weekly sessions! 45 of those are live mostly individual lessons during lockdown.

Weekly bespoke lessons for our students during this lockdown.

Tutors were teaching from Spain, Scotland & London.



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Orchestra

We believe music should be accessible for all, and an example of this is our school orchestra. The orchestra provides an aspirational end point for our musicians, as entry starts at upper KS2, and being in the orchestra offers opportunities to lead in celebrating musical achievement via performances across the year. I have provided arrangements to compliment their musical interests from Stormzy to Ryuichi Sakamoto.



School band offers contemporary instrumentation, and staff/student collaboration but same high expectations...


Impact

Music at Holy Trinity

 Holy Trinity Church of England Pri...
@Holy_TrinityCE

Children and staff alike having a great 'July Jam' - we have such incredibly talented musicians in our community, and today they shone despite the rain outside 🎵🎶👏



 Holy Trinity Church of
@Holy_TrinityCE

We were so proud of our children as they performed 'Journey Bethlehem' live to our parents and families at home. Thank you for joining us... the recorded version will be with you all by tomorrow
[#Christmas #proud](#)



 Holy Trinity Church of England Pri...
@Holy_TrinityCE

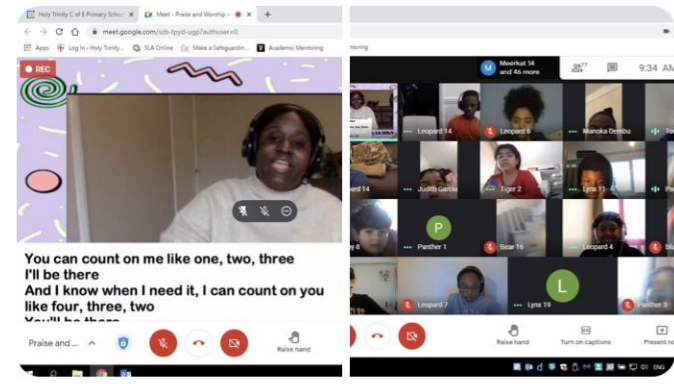
Three Little Birds Part 2. Stay tuned for more Black History Month highlights. [#BHM](#) 🍪 [#everylittlething](#)



1:44
114 views

 Holy Trinity Church of England Pri...
@Holy_TrinityCE

Absolutely lovely to see everyone during our first live Singing Assembly today. You all sounded wonderful! What a star Ms Ansah is.
[#MusicConnectsUs](#) 🎹🎤🎵
Click here to enjoy the assembly again: bit.ly/38GjJLC



Music at Holy Trinity

Impact



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Music at Holy Trinity

“Music at Holy Trinity means to me...”

“My favourite thing about music is that it’s challenging and it gives other people a thought that if they can do this they can do anything.” – Matthew, Year 6

“I love music and singing it is calm...” – Ashley, Year 2

Nye’s mother: Ms Ansah - Nye loves the singing assemblies, the weekly podcast and that he still has steel pan lessons even though he is not in school. The emphasis that the school places on music and the way that Ms Ansah executes it makes the school such a wonderful place for all the children - even remotely.



Impact

The music offering at the school is second to none, my children having learnt trumpet, tuba, clarinet, guitar and steel pans.’

Nicole • Year 6 parent

Fantastic music department!
Really enjoyed listening and watching the children playing the different instruments, so beautiful.

Stacey-Ann • Year 3 parent

The music programme is outstanding
Liz • Year 1 parent



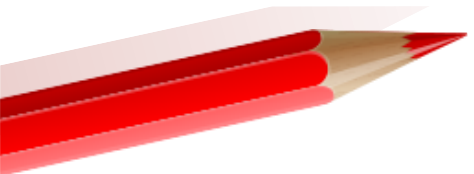
Enrichment/ Enhancement activity highlight



Weekly Lockdown Podcast



The school podcast was created to support wellbeing and foster a sense of community during lockdown. Each week students, parents and staff contributed interviews, recipes, memories from school, poetry and musical performances, reviews on their favourite shows, movies and books.



▶ 0:00 / 10:06



▶ 0:00 / 14:30

Episode #4 24th Feb 2020
This week we ask the question 'have you tried something new during lockdown?'. Mr Brooks shares his memories of school, and there is a lovely poetry reading from Mr Prescott.

Episode #3 10th Feb 2020
Here is our third episode of The Holy Trincast! Our big question this week: how do you express yourself? Listen out for special contributions from Mr Taw and Mrs Sinclair, as well as from some of our very talented children.



▶ 0:00 / 13:48



▶ 0:00 / 11:28

Episode #2 3rd Feb 2020
This week's episode is all about our favourite things. We hear from our children and staff as we share what we love to do, and some more of our happiest memories from school.

Episode #1 27th Jan 2020
This week our theme is community, and what that means to us. Some special guests share their memories of their time at school, and lots, lots more!



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Thank You!

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