

Manor Hall Academy



MUSIC POLICY AND REVIEW

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

Amendments

CICELY HAUGHTON SCHOOL

MUSIC POLICY & REVIEW

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of Music at Cicely Haughton School.

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, including the works of the great composers and musicians;

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, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

It is the aim of this policy that the needs of all children are met so they can reach their full potential in music and enhance their understanding of related subjects such as dance. Pupils should be enabled to grow in their awareness of music and the ground should be laid for the further development of skills in the future

Music is a unique way of communicating which can both inspire and motivate children. At Cicely Haughton Primary School, staff members encourage children to be creative, imaginative and responsive. Music provides the opportunity for personal expression and it can play an integral part in the personal development of an individual. Music reflects our culture and society and the teaching and learning of it enables children to better understand the world in which they live. It is also important in helping children to feel that they are part of a community.

Music is a subject which complements and supports other areas of the curriculum. It is known to improve children's memory, concentration, co-ordination and confidence.

Our Intentions

Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

Intent

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<p>Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)</p> <p>Music teaching at Cicely Haughton Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills.</p> <p>At Cicely we believe that music plays an integral role in helping children to feel part of the school community, therefore we try to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.</p> <p>The aims of our Music curriculum are to develop pupils who:</p> <ul style="list-style-type: none"> Enjoy and have an appreciation for music. Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions. Can sing and use their voices to create different effects. Create and compose music, both on their own and with others. Use a range of musical language. Make judgements and express personal preferences about the quality and style of music. Take part in performances with an awareness of audience.

Implementation

Implementation	
How is the subject timetabled? How do we know this happens?	Weekly music lessons evidenced in planning and music lessons can be heard taking place within classrooms.
How is the subject mapped out? How are we ensuring coverage?	<p>Music teaching at Cicley Haughton delivers the requirements of the National Curriculum through use of the Charanga scheme of work.</p> <p>Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas.</p> <p>Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.</p> <p>Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:</p> <p>Listen and Appraise Musical Activities (including pulse and rhythm) Singing and Voice Playing instruments Improvisation / Composition Perform and Share</p>
Can we see progression across the school within pupils' books?	<p>Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.</p> <p>Within the setting, music is an integral part of children's learning journey.</p> <p>Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and the potential is there to demonstrate how music can be used to express feelings.</p>
How is assessment used to impact learning? How do we know it is accurate?	<p>Our music Curriculum through the Charanga scheme is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.</p> <p>If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.</p> <p>We measure the impact of our curriculum through the following methods:</p> <p>Pupil discussions and interviewing the pupils about their learning (pupil voice). Annual reporting and tracking of standards across the curriculum. Photo and video evidence of the pupils practical learning. Use of the assessment tools provided within the Charanga scheme.</p>
How confident are staff with the subject? How do we know?	Due to some internal training by a member of staff who had experience of the Charanga scheme staff have gained confidence and are now demonstrating that they can lead lessons and implement simple music playing.

Resources

The following resources are available to aid the teaching of music at Cicely Haughton School;

- Charanga music scheme - all teachers have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments - glockenspiels and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;

The Role of the Headteacher

The Headteacher is responsible in ensuring the efforts of the music specialist and other staff result in the implementation of a broad and balanced music curriculum that meets the requirements of national curriculum.

His role in celebrating musical achievements is of vital importance and the pupils look for his support and approval. Celebration of Guitar and Drum work in assembly has been of particular value, and the achievement of our ocarina and keyboard players has also been celebrated.

Health and Safety

Pupils are taught to use instruments appropriately and store them correctly. The same care is taught with regard to the use of I.T. as a resource in music. Classes are supported by a classroom assistant alongside the music teacher as the practical nature of the work and the special needs of the pupils require a good ratio of adult to child.

Impact	
Do all groups have equal access to the curriculum? How do we know?	All groups now have equal access to the curriculum. Weekly lessons and Charanga scheme being followed.
How does varying staff confidence impact on the curriculum?	As previously mentioned all staff now have confidence to deliver lessons. Further training will develop staff to expand music into performances.

Things to celebrate
<p>We have the Charanga scheme to use to deliver the lessons. Staff enjoying delivering lessons. Children taking active part in music lessons.</p>

Progression of skills.

Reception

Listen and Respond

Knowledge

- To know twenty nursery rhymes off by heart.
- To know the stories of some of the nursery rhymes.

Skills

- To learn that music can touch your feelings.
- To enjoy moving to music by dancing, marching, being animals or Pop stars.

Explore and Create (Musical Activities)

Knowledge

- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures

Skills

There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: ● Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. ● Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. ● Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Singing

Knowledge

- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections.

Skills

- To sing along with a pre-recorded song and add actions.
- To sing along with the backing track.

Share and Perform

Knowledge

- A performance is sharing music.

Skills

- Perform any of the nursery rhymes by singing and adding actions or dance.
- Perform any nursery rhymes or songs adding a simple instrumental part.
- Record the performance to talk about.

Year 1

Listen and Appraise

Knowledge

- To know 5 songs off by heart.
- To know what the songs are about.
- To know and recognise the sound and names of some of the instruments they use.

Skills

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Games

Knowledge

● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals.

Skills

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: ● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.

Singing

Knowledge

To confidently sing or rap five songs from memory and sing them in unison.

Skills

● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader.

Playing

Knowledge

● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Skills

Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.

Improvisation

Knowledge

Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise!

Skills

Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge

● Composing is like writing a story with music. ● Everyone can compose

Skills

● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary.

Performance

Knowledge

A performance is sharing music with other people, called an audience.

Skills

● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

Year 2

Listen and Appraise

Knowledge

● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.

Skills

● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea

Games

Knowledge

To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.

Skills

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

Singing

Knowledge

To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices.

Skills

Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader

Playing

Knowledge

● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class

Skills

Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.

Improvisation

Knowledge

● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes

Skills

Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge

Composing is like writing a story with music. ● Everyone can compose.

Skills

● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.

Performance

Knowledge

A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends.

Skills

● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

Year 3

Listen and Appraise

Knowledge

● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song

Skills

● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music.

Musical Activities: Games

Knowledge

● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Musical Activities: Singing

Knowledge

To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice

Skills

● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To have an awareness of the pulse internally when singing.

Musical Activities: Playing Instruments

Knowledge

To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder)

Skills

● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader

Musical Activities: Improvisation

Knowledge

To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake

Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.

Musical Activities: Composition

Knowledge

To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)

Skills

● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge

To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don’t know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music

Skills

● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 4
Listen and Appraise

Knowledge

To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.

Skills

● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words.

Games

Knowledge

Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge

To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice

Skills

● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To rejoin the song if lost. ● To listen to the group when singing.

Playing

Knowledge

To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends.

Skills

● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation

Knowledge

To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations

Skills

Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.

Composition

Knowledge

To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)

Skills

● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge

To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music

Skills

● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 5

Listen and Appraise

Knowledge

● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Skills

● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel.

Games

Knowledge

Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: ● Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes

Singing

Knowledge

● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice

Skills

● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.

Playing

Knowledge

To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends

Skills

● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation

Knowledge

To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians

Skills

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

Knowledge

To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol

Skills

● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge

To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don’t know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Year 6

Listen and Appraise

Knowledge

● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity

Skills

● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.

Games

Knowledge

Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: ● Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes

Singing**Knowledge**

● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice

Skills

● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing**Knowledge**

To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends

Skills

● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation**Knowledge**

To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians

Skills

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition**Knowledge**

o know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol

Skills

● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge

To know and be able to talk about: ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"