

Music @SJB

Intent

Our intent is that **every** pupil is a musician, developing as a performer, singer and composer; with the ability to listen and to critically analyse music. The National Curriculum is at the heart of the document, developing incremental improvement lesson by lesson and building on the ambition of the Model Music Curriculum. Singing is a "Golden Thread" (National Plan for Music Education) ensuring that pupils sing and develop their technique every lesson. Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt. The three pillars of learning; technical, constructive and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that particular style. High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2, ensuring continued high-quality music teaching at Key stage 3 through deeply embedded skills. Repetition and incremental improvement is key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music. Musical skills and progression are evidence in class ebooks.

Threshold Concepts

Pulse, Rhythm, Melody, Active Listening and Appraising, Performing, Singing, Composition

				Curric	ulum Coverage			
Threshold Concepts		Pulse	Rhythm	Melody	Active Listening and Appraising	Performing	Singing	Composition
Upper	Y6	Independently perform 2/4 % 4/4 or varied temporal Solo and in ensemble	Performing on beat and syncopated rhythera within 2/4, is and 4/4 time signatures. Perform 6 har phrases Crochet, quavers, minims, dioted crothet and sepalated mats.	To perform using an octave fluently Piece using repetition, mainly stepeine.	Recognise: J. different tempos key melody instruments/typical genres and instruments styles of Masic mood and emotion	Octave range Perform with accuracy and expression Solo and as an ensemble Respond to conductor Cofferent performance opportunities	Singing insulcably within an octuye and include exceeded harmony, Respond to the performance direction of the piece e.g. phrassing	Extended pieces of music using B notes and a variety of rhythem, tempos and time signatures.
ŔŜ2	Y5	On a tuned instrument, regularly and accurately perform pieces using at least 2 contrasting tempos and time signatures	On an instrument Syncopation Detred rhythms 2/4, 5, 4/6 2 temps	S – Enotes (or 4 chords) Capture in different formats for recreation	Pick out and parform sprcopated rhythms Why does music use those types of rhythm?	Perform 5 – 8 notes or chord progressions (up to 2 chords per bar) And more complex rhythms	5 - 8 note ranges Follow the contour of the melody and react to changes is pitch. To perform in turn, accurality and with expression Perform in 2-part harmony in contrasting parts.	Between 5 -8 notes Up to 4 har melodies Offerent tempos and time signatures include syncopation
Lower KS2	Y4	On a tuned instrument, keep a streety pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another outlineto to accompany	Syncopation Dotted rhythms 2/4, %, 4/4 bengi	5 notes or 4 chords	Compare pieces of music- from different traditions contain 2 or more different parts	Perform up to 5 notes melodies (or up to 4 cherch) and more complex rhythms	Sing pieces in 2 part that have confrasting melodies and countermelodies with a range of 3 notes	Snotes More developed drythmic patterns up to 4 bars
	Y3	Keep a steady pulse in a group and solo without munical accompaniment; demonstrate 2/4, % and 4/4 using at least 3 different tempos	Crochet, quaver, minist, serri-Greve, restx	Perform 3 notes from notation Simple rhythms and rests.	identify and describe musical features from different motitions. Sing/playback heard melodies.	Use turned perc. Melodic instruments and the voice to perform 3 note melodies and simple rhythms	Sing songs and folk rounds whilst accompased by ostimates from the group	Create basic 3 notes tures Simple rhythms Crochet, quavers, minims and rests
KSI	Y2	Keep a steady pulse in a group and solo with musical accompaniment, demonstrate at least 2 different time signatures (3/6 and 4/4)	2 bur repetition using crotchets, quavers and minims	Sing back short metodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minima.	identify where elements change Replicate change in performance	Play at least 2 har phrases on untured persussion and body persussion	Sing simple songs and folk songs in rounds accurately.	Repeat basic langer rhydrans from memory At least 2 bars Add landstans of rhythms
	YI	Keep a steady pulse in a group and be able to pick out two different tempos in music	1 bar repetition using cotchets, quavers and minims	Sing back short meladies that use 2 pitched notes and develop the concept of pattern work in music using thythm grids	Identity features of a range of high quality and recorded music. Replicate basic rhythms. heard.	Play basic rhythms on untuned percussion intruments and use body percussion. Repetition	Sing simple folk tunes in unison both with and without accompaniment or backing tracks	improvise Simple rhythma based on given stanuli (e.g. rhythm grids.)

EYFS

In EYFS, students will begin to develop their understanding of the musical world. They will learn how to sing a range of well-known nursery rhymes and songs and will explore how to perform songs and rhymes trying to move in time with music. Pupils will be encouraged to make music using a range of tuned/untuned musical instruments looking at instrument names, the sounds they create and where we might find these instruments (different musical groups). They will begin to explore the seven threshold concepts.

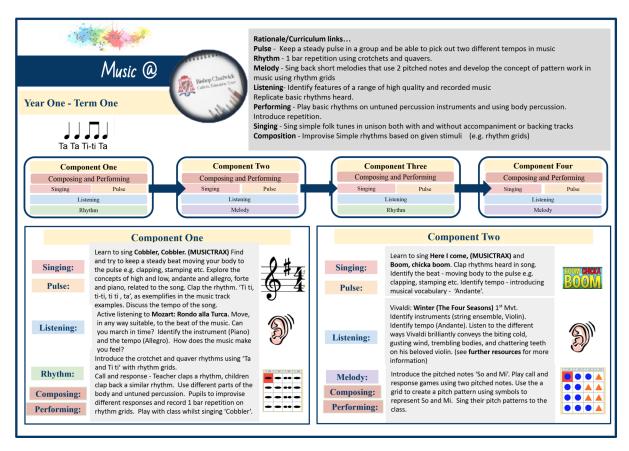
Music in Early Years

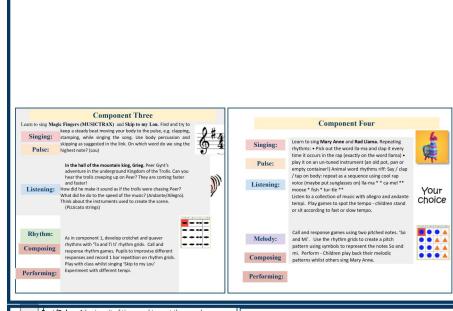
Music in Early Years							
Nursery	Reception						
Listen attentively to a range of music Talk about the music they've heard Confidently join in with singing songs Copy what another person sings; including matching pitch Create their own songs and versions of songs based upon one they know Play instruments with increasing control e.g. copy or continue a simple rhythm	Listen attentively, move in time and talk about a range of different types of music Talk about dance and performance art they have experienced Sing in a group or solo; matching the pitch and following the melode independently explore and make music /dance on their own or with others						
	ELG-Being Imaginative and Expressive						
	 Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 						

KS1

As they move into Key Stage 1, students gain a greater understanding of music, studying each of the seven threshold concepts in greater detail. They begin to explore pulse and rhythm further, learning how to maintain a steady pulse using their bodies and identifying tempos using the correct terminology. They will be introduced to basic rhythmic notation in the form of crotchets, quavers and minims and two different time signatures (3/4 and 4/4). They will explore the concept of musical bars and how notation fits within these. They will be introduced to two pitched melodic notes and will use untuned/body percussion and the voice to compose. When performing, students will play or sing basic rhythms on untuned and body percussion and the voice before performing at least 2 bar phrases by the end of Year Two. Pupils will identify feature of a range of high quality live and recorded music, replicating basic rhythms heard and identifying where elements change as well as singing simple folk tunes in unisons with and without accompaniment before exploring how to sing in rounds accurately.

Year 1 Term 1 Music Toolkit





Beat/Pulse - A basic unit of time marking out the speed

The speed at which a passage of music should be played.

Andante - The word andante is a musical tempo meaning

relatively slow (100 bpm).

Allegro - The word allegro is a musical tempo meaning a brisk,

Allegro - The word allegro is a musical tempo meaning a brisk, lively tempo (120 bym) - Crotchet - Is worth one beat.

(Ta). Quaver - Is worth half a beat. (Ti-ti). forte - loud (f) piano - soft (p)

Rap - A type of popular music of US black origin in which words are recited rapidly and rhythmically over an instrumental backing.

MUSICTRAX SING 1 (so, mi)

- Click here to access
- Cobbler, cobbler Here I come Magic Fingers Mary Anne

Click on the links to access teaching resources for The Hall of the Mountain King



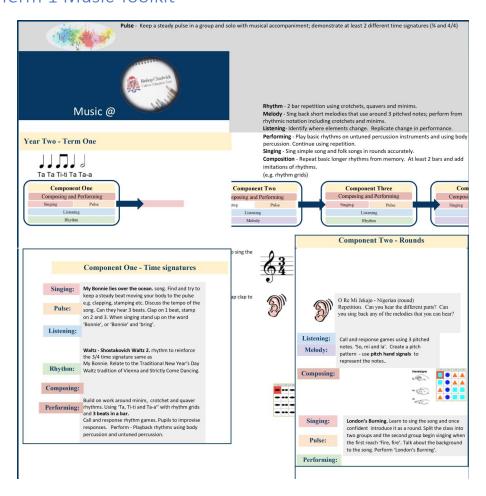
Grieg. (BBC ten pieces)

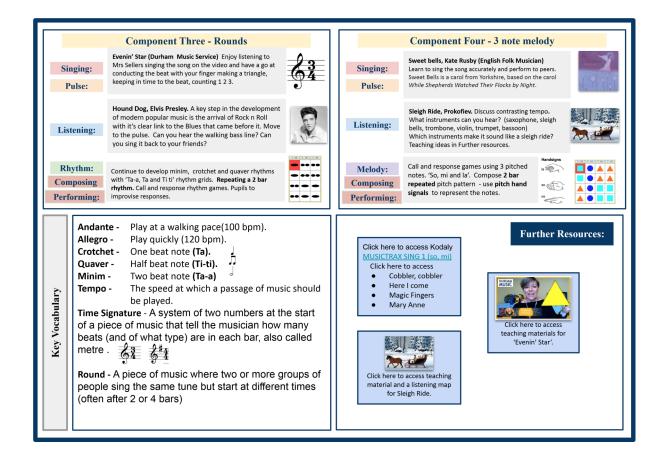
Further Resources:

Winter from the Four

Key

Year 2 Term 1 Music Toolkit

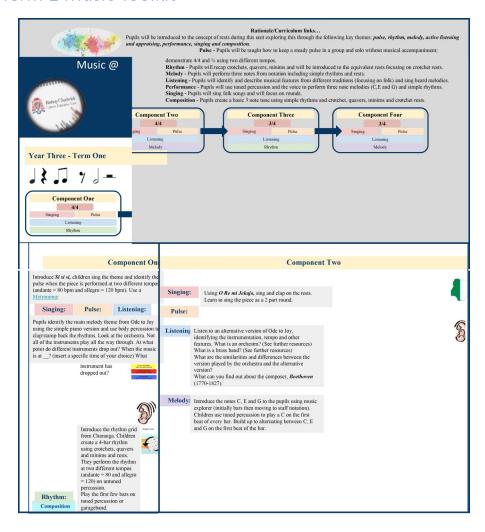


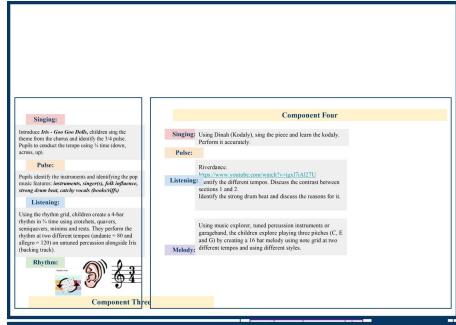


KS2

In Key Stage 2, students gain a greater understanding of all threshold concepts beginning to explore the concept of syncopation and the effect that this has on a piece of music. Pupils will continue to work on keeping a steady pulse but this will now be done within a group and solo performance. They will work with a new time signature and will play at three different tempos. They will begin to use instrumentation to keep a pulse whilst working with an ongoing ostinato. In rhythm, pupils will learn about the semi-breve and will be introduced to rests. They will then move on to learn about dotted rhythms, exploring how these are used to create syncopation. Pupils will learn more melodic notes in Year 3 and 4. They will initially work with three pitched notes before moving onto exploring 5 notes and the concept of chords. When listening and appraising, pupils will explore different traditions further, singing and playing back heard melodies before comparing pieces of music from different traditions which include two or more different parts. Pupils will also learn how to perform using tuned percussion, melodic instruments and the voice performing within their range of known notes. Singing will continue to progress with pupils singing either in a solo or ensemble setting being accompanied by ostinatos from another group before exploring the concept of two-part contrasting melodies and countermelodies with a range of 5 notes. Finally, pupils will also develop composition skills creating tunes using known notes and beginning to add in more developed rhythmic patterns within a

Year 3 Term 1 Music Toolkit





Andante - Play at walking pace(100 bpm). Allegro - Play quickly (120 bpm). bpm - Beats per minute

f - forte - loud

ff - fortissimo - very loud p - piano - soft pp -pianissimo - very soft

Round - A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)

. -2 1 1 1 lest **♪.** □ 7 N/2 best eighth note sixteenth note

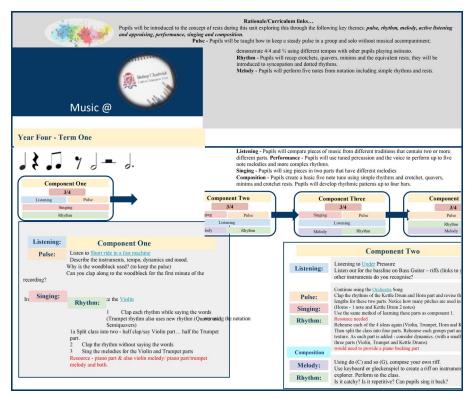
Click here to access Kodaly

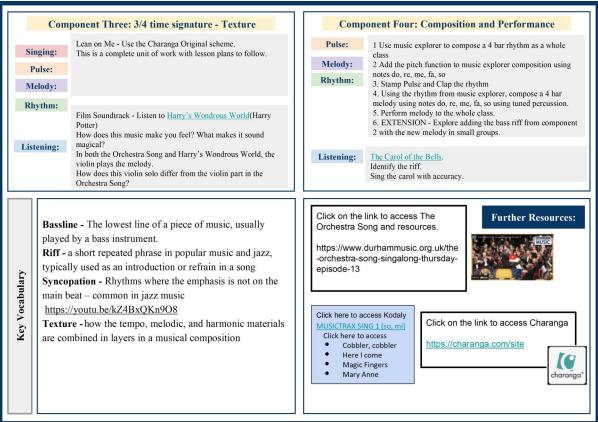
- Click here to access
 Cobbler, cobbler
 Here I come
 Magic Fingers
 Mary Anne

What is an orchestra? (An orchestra is really a large ensemble of instrumentalists playing together in one of four 'families'. Orchestral families are what we call the groups of instruments and comprise: strings, woodwind, brass and percussion). What is a brass band? (a musical ensemble generally consisting entirely of brass instruments, most often with a percussion section)

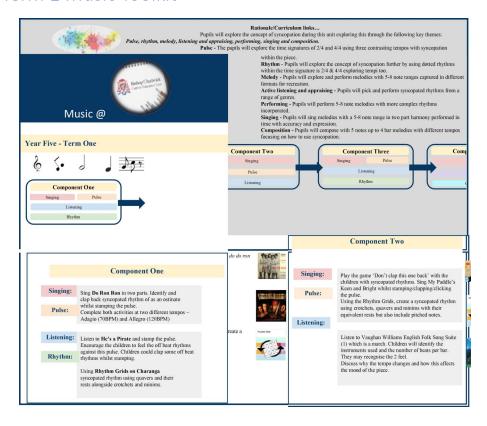
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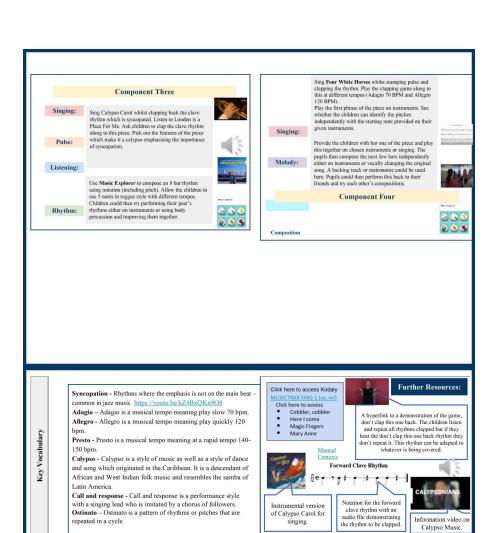
Year 4 Term 1 Music Toolkit



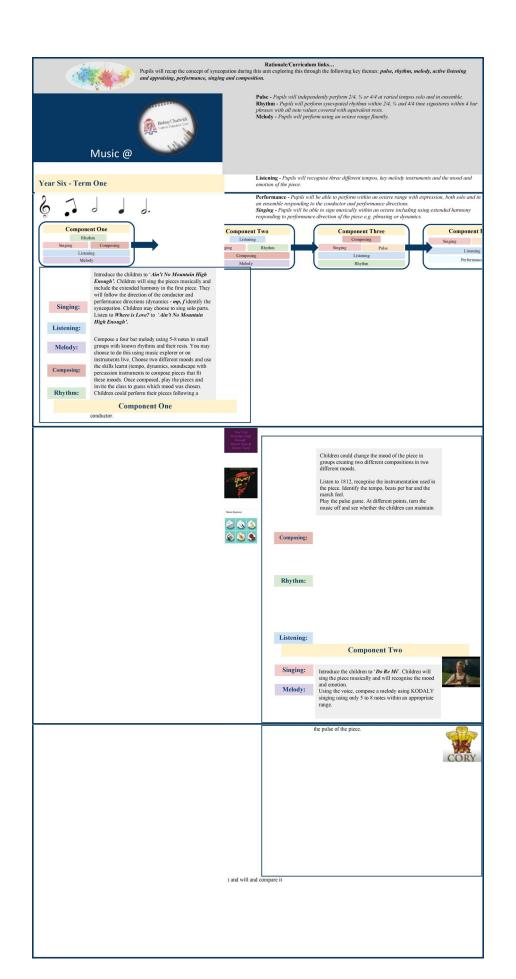


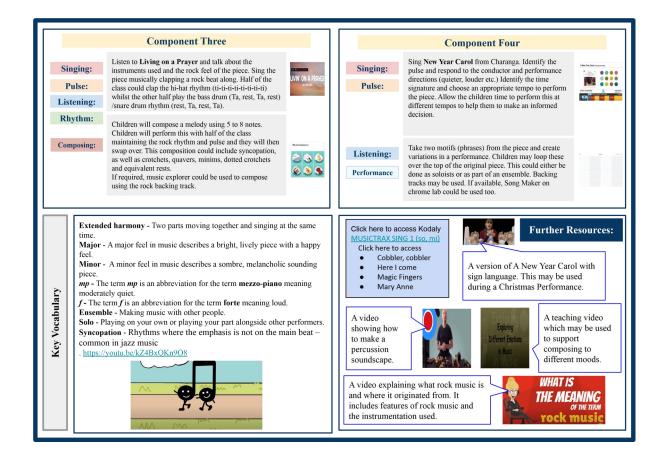
Year 5 Term 1 Music Toolkit





Year 6 Term 1 Music Toolkit_





Music outside the classroom

We offer:

peripatetic- violin and guitar

After school clubs- musical instrument, performing arts, choir (recommencing Spring Term)

Children sing during liturgical prayer and whole school assemblies

Opportunities to perform in Nativity/assemblies

Out of school Trust/LA organised events- The Big Sing/ Footsteps in paradise

CPD

Music lessons are currently delivered by Miss Simmons (Musical Mates).

Staff have opportunity to watch her deliver lessons

Staff will be given CPD during the year from Miss Simmons on new units

Music coordinator attends LA/trust CPD and shares information with staff