

Music

ENJOY TEAM



Music

Intent

At Higher Failsworth Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Implementation

Implementation is via the music scheme Charanga. This is a complete scheme which teaches music matched to the National Curriculum objectives. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

Impact

All musical learning in the Charanga Music scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning



Music - Threshold Concepts

Singing and Playing - This concept involves understanding that music is created to be performed.

Compose - This concept involves appreciating that music is created through a process which has a number of techniques.

Improvise - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Listen and Appraise - This concept involves appreciating the features and effectiveness of musical elements.



EYFS Early Learning Goals for Music

Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Music - Singing and Playing Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Singing notes of different pitches. Make different types of sounds with their voices. Start and stop singing when following a leader. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. 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.	Singing notes of different pitches (high and low). Make different types of sounds with their voices. Find a comfortable singing position. Start and stop singing when following a leader. Treat instruments carefully and with respect. 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.	Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing. 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. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader.	Maintain a complex vocal line when part of a large group. Sing songs with accurate pitch using the voice to create an atmosphere. Feel confident in using the clarinet or cornet in composition and performance. Play or sing from notation using crotchets and quavers using a small range of notes on the stave. Maintain an instrumental line within a mixed ensemble. Singing songs in unison as whole class and small tutti groups. Singing songs in two part. Performing simple rhythmic pieces using two to four notes, reading melodic notation and rhythms for crotchets, minims and quavers.	Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Listen to the group when singing. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'. 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. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.	Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'. 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. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.



Music - Improvisation Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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.	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.	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided. 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. Take it in turns to improvise using three different notes.	Improvise and compose within a group using given parameters in order to paint using more than one sound to create images. Student led buzzing activity, making up rhythms for the class to warm-up. Mind the 4 beat gap, all students to improvise through body percussion, buzzing/playing on instrument	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise. Question and Answer using instruments. Use three notes in your answer. Always start on a G using up to three notes. 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)	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise. Play and Copy Back using instruments. Use the three notes. Play and Improvise using up to three notes. Question and Answer using instruments using three notes in your answer. Always start on a G. 3. Improvisation using up to 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)



Music - Composition Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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.	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.	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).	Improvise and compose within a group using given parameters in order to paint using more than one sound to create images. Give a confident performance of a selection of pieces and songs. Confidently suggest ways to improve their own work. Rhythms grids, students created there own rhythm grids using crotchets and quavers, then the whole class clapped along to a backing track. Body percussion, creating different sounds in a pattern	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).	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).



Music - Listening and Appraisal Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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.	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.	Recognise that a piece of music can create images and moods and describe using appropriate vocabulary. Confidently talk about pulse, pitch, tempo and duration using appropriate vocabulary. Different genres of music, Orchestral, Pop, Rock, Musicals, Swing. Express own opinions on music, like/dislike and why? What story is the music representing, example; In the Hall of the mountain king the music got faster and louder showing the trolls running and fighting. Listen and talk about dynamics, tempo, timbre, pitch, instrument, styles, how they feel.	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.	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.





Music - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	Explore the noise we create with different untuned instruments	Christmas production songs	Different sounds Dinosaurs might make as they travel through the jungle.	learn to respond rhythmically to music	Explore different emotions through music	drumming styles from the African continent
<u>Reception</u>	To sing familiar songs and rhymes	Learning songs about feelings.	Everyone	Our World	Big Bear Funk	Reflect, rewind and replay
<u>Year 1</u>	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Singing linked to the production	Your Imagination	African Drumming Workshop
<u>Year 2</u>	Hands, feet, heart	Christmas Production	I wanna play in a band	Zoo time	Friendship song	Reflect, rewind and replay
<u>Year 3</u>	Let your spirit fly	Glockenspiel stage 1	Three little birds	Production	Bringing us together	Reflect, rewind, replay
<u>Year 4</u>	Clarinets or brass	Clarinets or brass	Clarinets or brass	Clarinets or brass	Clarinets or brass	Clarinets or brass
<u>Year 5</u>	Livin' on a prayer	Classroom jazz 1	Make you feel my love	The fresh prince of Bel-Air	Dancing in the street	Reflect, rewind and replay
<u>Year 6</u>	Happy	Classroom jazz 2	You've got a friend	Music and Me	Reflect, rewind and replay	Production