

Music

Government Guidelines

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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. 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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Intent

Music teaching at Richard Avenue Primary School aims to follow the requirements of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Richard Avenue we recognise that music plays an important part in helping children to feel part of a **community**, and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, concerts and key stage performances children are able to express their emotions and showcase their understanding of how to perform with awareness of others therefore providing opportunity of **communication**. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music as well as a **curiosity** to why and how there are so many different music styles.
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions therefore enabling our children to become **global citizens**.
- Listen to and evaluate the work of great composers.
- 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.
- Have opportunities to play a wide variety of instruments, both un-tuned and tuned.
- Use technology if appropriate.
- Take part in performances with an awareness of audience.

Implementation

At Richard Avenue Primary School, we use a scheme called Charanga. This is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. This allows for our pupils to have an understanding of the world around us and for them to become well rounded global citizens.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music enabling a great emphasis on communication.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

Listen and Appraise

Musical Activities (including pulse and rhythm)

Singing and Voice

Playing instruments

Improvisation / Composition

Perform and Share

At Richard Avenue Primary School we offer specialised whole class instrumental teaching carried out by a subject specialised in three different year groups (one half term per class) throughout the year.

Impact

We believe at Richard Avenue Primary School that music has a positive impact on pupil wellbeing, confidence and self-esteem. This can be evaluated by monitoring of performances, talking to the children and holding meetings with staff. We also believe that music is something to be shared with our local community at all available opportunities.

Music is monitored and assessed by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, staff discussions and pupil interviews and **termly performances**. Feedback is given to teachers and leaders.

Evidence is built up by means of sound and video recordings taken at the beginning and end of units.

Richard Avenue Primary School

Long Term Plan – Music

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>	Children can:- Join in with dancing and ring games. Sing a few familiar songs. Beginning to move rhythmically. Imitate movement in response to music. Tap out simple repeated rhythms. Explore and learns how sounds can be changed. Create movement in response to music. Sings to himself/herself and makes up simple songs. Make up rhythms.		
Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.			
<i>Rec.</i>	1. Me! <i>Rhyme and action songs.</i> 2. My stories <i>Rhyme and action songs</i>	1. Everyone! <i>Rhyme and action songs using instruments.</i> 2. Our world <i>Rhyme and action songs using instruments.</i>	1. Big Bear Funk <i>Focus based to prepare for Y1. Listen to music and talk about it. Learn the song.</i> 2. Reflect, Rewind and Replay <i>Consolidate learning.</i>
<i>Year 1</i>	1. Hey you! <i>Hip hop and rap.</i> 2. Rhythm in the way we walk and Banana rap. <i>Reggae, hip hop and rap.</i>	1. In the Groove <i>Blues, Baroque, Latin, Bhangra, Folk and Funk.</i> 2. Round and Round <i>Bossa Nova Latin style</i>	1. Your Imagination <i>Using your imagination.</i> 2. Reflect, Rewind and Replay <i>Consolidate learning.</i>
<i>Year 2</i>	1. Hands, feet, heart. <i>South African music.</i> 2. Ho Ho Ho <i>Christmas song and rap.</i>	1. I wanna play in a band <i>Rock – playing in an ensemble.</i> 2. Zootime <i>Reggae</i>	1. Friendship song <i>Friendship songs – sing and play in an ensemble.</i> 2. Reflect, Rewind and Replay <i>Consolidate learning.</i>
<i>Year 3</i>	1. Let your spirit fly <i>Structure of songs.</i> 2. Glockenspiel Stage 1 <i>Learning the language of music through the glockenspiel.</i>	1. Three Little Birds. <i>Reggae</i> 2. The Dragon Song <i>Traditional folk tunes from around the world.</i>	1. Bringing us Together. <i>Disco</i> 2. Reflect, Rewind and Replay <i>Consolidate learning.</i>

Year 4	<p>1. Mamma Mia Abba</p> <p>2. Glockenspiel Stage 2 Learning the language of music through the glockenspiel.</p>	<p>1. Stop! Grime, hip hop, classical, pop, tango, samba.</p> <p>2. Lean on me Gospel</p>	<p>1. Blackbird The Beatles</p> <p>2. Reflect, Rewind and Replay Consolidate learning</p>
Year 5	<p>1. Livin' on a prayer. Classic rock</p> <p>2. Classroom Jazz 1 Jazz, improvisation and swing.</p>	<p>1. Make You Feel My Love. Pop Ballads</p> <p>2. The Fresh Prince of Bel-Air Old school hip hop.</p>	<p>1. Dancing in the Street. Motown</p> <p>2. Reflect, Rewind and Replay Consolidate learning</p>
Year 6	<p>1. Happy Pop, soft rock, soul, big band,</p> <p>2. Classroom Jazz 2 Jazz, improvisation and swing.</p>	<p>1. A New Year Carol. Benjamin Britten</p> <p>2. You've got a friend. Carole King</p>	<p>1. Music and me. Inspirational women working in music.</p> <p>2. Reflect, Rewind and Replay Consolidate learning.</p>

Date:2020

Music Curriculum Coverage

		Listen and Appraise	Games	Singing	Playing	Improvisation	Composing	Performance
By the end of KS1	KNOWLEDGE	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style</p>	<p>To know that music has a steady pulse.</p> <p>To know that we can create rhythms from words.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping To know why we need to warm up our voices.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>A performance is sharing music with other people, called an audience.</p> <p>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.</p>
	SKILLS	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Progressive warm up challenges that embed pulse, rhythm and pitch.</p>	<p>Learn about voices, singing notes of different pitches.</p> <p>Learn that they can make different types of sounds with their voices.</p> <p>Learn to start and stop singing when following a leader</p> <p>Learn to find a comfortable singing position. .</p>	<p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer). 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. 	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>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</p>

By the end of Lower KS2	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.	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	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. 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.	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.	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 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.)	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 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. 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.	Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: 3. Pitch Copy Back Using 2 Notes 4. Pitch Copy Back and Vocal Warm-ups.	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.	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.	Improvise using instruments in the context of a song they are learning to perform. Listen and sing back melodic patterns. Using instruments, listen and play your own answer using one or two notes). Take it in turns to improvise using one, two or three notes.	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 (graphic/pictorial notation).	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.

By the end of upper KS2	KNOWLEDGE	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about: The style indicators of the songs, the lyrics, musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre), identify the structure of the songs, 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.</p>	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>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.</p>	<p>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 staff The instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>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.</p> <p>To know that using one, two or three notes confidently is better than using five .</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p>	<p>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.</p> <p>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</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief.</p> <p>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.</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion.</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.</p>
	SKILLS	<p>To identify and move to the pulse with ease.</p> <p>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.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>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</p> <p>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.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Improvise using instruments in the context of a song to be performed. 1. Play and Copy back using instruments. Use one, two or three notes..</p> <p>2. Play and Improvise You will be using up to three notes. Improvisation You will be 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)</p>	<p>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.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>