

# Music

At Alexandra Park Junior School





# Intent

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development as an integral part of culture. It helps pupils understand themselves and how they can relate to others.

Children will develop the following skills and attributes through involving themselves in music lessons:

- Listening skills and sensitivity to sounds,
- Increase the use children's of imagination and creativity,
- Communication skills, social skills - co-operation and encouragement to be actively involved with other children to make music together; resourcefulness, perseverance, develop self-confidence and expression.
- Develop an awareness and appreciation of a wide range of cultures and societies and across a range of historical periods.

At alexandra park, we want to encourage children to develop an appreciation for music through active involvement and responding to music in a variety of ways such as, singing, instrumental performance, movement, composition and class discussion.

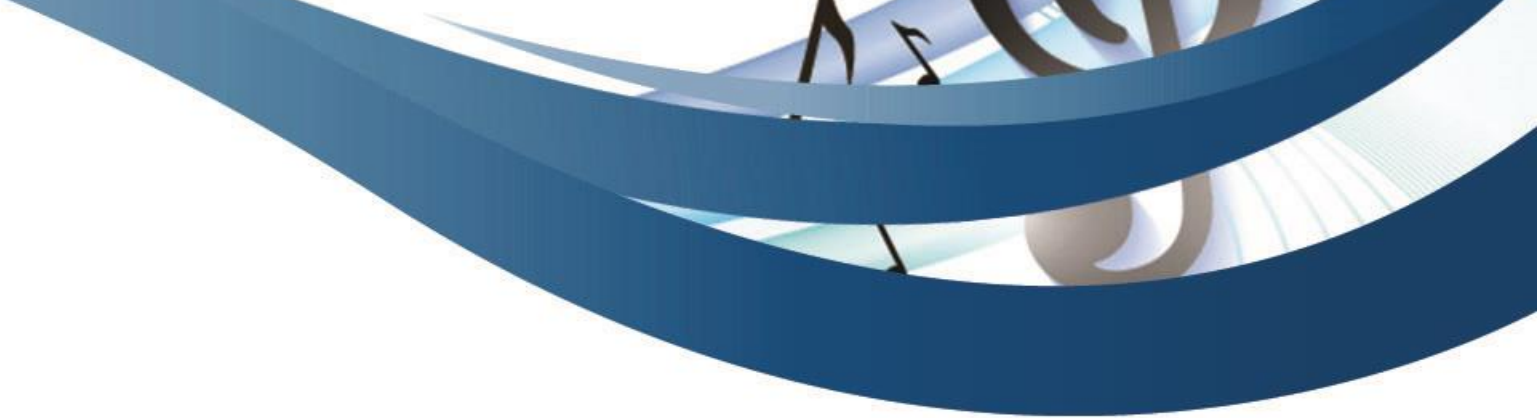
# Implementation

In accordance with the requirements of the National Curriculum, teaching will ensure that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising. This would be through a range of live and recorded music and music from different cultures.

Pupils will be taught to:-

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand types of musical notation.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

There are three units of music taught in a year, lasting one half term each. As in all our curriculum areas, we emphasise the importance on making 'learning links' where at the start of each unit we find out what pupil's already know using retrieval activities and making links with pieces of music studied in previous units. Where possible, links will also be made to topics learnt in other subject areas to forge strong cross-curricular links. Lessons will be differentiated accordingly to challenge all abilities. Performance and composing activities will have several outcomes for the children to work towards. Instrumental work will be arranged for different levels. Listening and appraising will use various levels of questioning. The children will have opportunities to work individually, in pairs and small groups of mixed or similar ability.



# Impact

By placing enjoyment, engagement and inclusion at the heart of the Music curriculum, we are broadening our pupils' awareness of different genres of music as well as cultures and traditions from around the world. Children will have opportunities to sing and play with their peers, developing strong communication and social skills. Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key elements of music, as well as promoting confidence and pride in performing in solo and ensemble contexts. We believe that our music curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact may be measured by:

- Ongoing assessments and feedback.
- Self, peer and teacher assessments.
- Pupil voice.
- Videos of performances as examples of work

# Progression of Knowledge and Skills

Singing and Performing			
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			
Year 3	Year 4	Year 5	Year 6
<p>Singing songs in a variety of musical styles with increasing confidence and developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Singing longer songs in a variety of musical styles from memory, with some accuracy, control, fluency and a developing sense of expression, including control of subtle dynamic changes.</p> <p>Play and perform rhythmic and melodic parts with increasing accuracy, developing good instrumental technique and showing awareness of their part in a group performance.</p>	<p>Singing songs in a variety of musical styles from memory, some in two or more parts, with increasing accuracy, fluency, control and expression.</p> <p>Performing in solo and ensemble contexts with increasing accuracy and fluency and from reading simple staff notation.</p>	<p>Sing a broader range of songs, including those in two or more parts, and some that involve syncopated rhythms. Sing with a sense of ensemble and performance. Songs should be sung with accuracy, fluency, control, phrasing and expression, using an appropriate style.</p> <p>Performing in solo and ensemble contexts with accuracy and fluency, reading staff notation and adjusting the interrelated dimensions of music as required.</p>
Composing			
Improvise and compose music for a range of purposes using the inter-related dimensions of music			
Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style/stimuli, with voices and/or instruments.</p> <p>Begin to improvise (using voices, tuned and <u>untuned</u> percussion), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Use known rhythmic notation with letter names to create rising and falling phrases using just three notes</p>	<p>Begin to composing a more coherent piece of music in a given style/stimuli, with voices, body percussion and instruments.</p> <p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation.</p>	<p>Composing a more coherent piece of music in a given style, with voices, body percussion and instruments.</p> <p>Improvise coherently in a given style, using tuned and un-tuned percussion.</p>	<p>Composing a longer and more coherent piece of music in a given style, with voices, body percussion and instruments.</p> <p>Improvise creatively over a given style, incorporating given features.</p>



# Progression of Knowledge and Skills

<b>Listening</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music			
Year 3	Year 4	Year 5	Year 6
Describing the pitch, tempo, dynamics, texture and timbre of different genres, styles and traditions.  Understanding that music from different parts of the world, and different times, have different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.  Identifying common features between different genres, styles and traditions of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.  Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
<b>Listening</b> Listen with attention to detail and recall sounds with increasing aural memory			
Year 3	Year 4	Year 5	Year 6
Find the pulse within the context of different songs and pieces of instrumental music.  Confidently recognising a range of musical instruments and the different sounds they make.  Recognising and explaining the changes within a piece of music using musical vocabulary.	Recognising, naming and explaining the effect of the inter-related dimensions of music.  Recognising and explaining gradual changes in music.	Developing confidence in recognising, naming and explaining the effect of the interrelated dimensions of music.	Confidently, using detailed musical vocabulary (related to the inter-related dimensions of music) discuss and evaluating how a piece of music sounds.

# Progression of Knowledge and Skills

Notation Use and understand staff and other musical notations			
Year 3	Year 4	Year 5	Year 6
<p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	<p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers.</p> <p>Read and perform pitch notation within an octave (e.g. C–C').</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C').</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
Vocabulary			
Year 3	Year 4	Year 5	Year 6
<p>Pitch (High/low)</p> <p>Tempo (Fast/Slow)</p> <p>Dynamics (Loud/Soft)</p> <p>Texture (Thickness/thinness of sound)</p> <p>Timbre (Type of sound)</p> <p>Orchestra</p> <p>Pulse</p> <p>Rhythm</p>	<p>Year 3 words and...</p> <p>Tempo (adagio/Allegro)</p> <p>Dynamics (Forte/Piano)</p> <p>Crescendo (gradually louder)</p> <p>Diminuendo (gradually softer)</p> <p>Accelerando (gradually faster)</p> <p>Rallentando (gradually slower)</p> <p>Ostinato (repeated pattern)</p>	<p>Year 3/4 words and...</p> <p>Staccato (bouncy/short notes)</p> <p>Legato (smooth notes)</p> <p>Syncopated rhythm</p> <p>Chord</p> <p>Chord sequence</p>	<p>Year 3-5 words and...</p> <p>Music eras/genres – Baroque, Classical, Romantic, Modern Blues, Jazz, Rock and Roll, Pop, Hip Hop.</p>



# Our Next Steps

- To improve the use of musical language used by pupils when talking about music.
- To develop the singing repertoire to show more progression across the year groups.
- To improve provision of musical experiences outside of the classroom.



# Years 3 & 4





# Years 5 & 6

