



Alexandra Park Junior School
To Learn, Be Happy and Achieve Our Best



Music at Alexandra Park Junior School

Music Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

*Whole class music lessons: 3 units per year, with cross curricular and enrichment opportunities.

Children will be taught to play and perform both solo and in group ensembles. They will learn to compose music and listen attentively, gaining an appreciation for a wide range of musical genres and traditions. Additionally, they will develop skills in using and understanding different types of music notation.

* Enrichment opportunities include:

* After school music clubs: Piano, Ukulele, drumming, steel band (these vary through the year).

* Performances in assemblies and after school showcases.

Stage 2 - Additional Support

*in class focus group with adult giving additional feedback and modelling on learning.

* Peer feedback and modelling given in performance times

*Focus for children working below on Key Performance Indicators in learning.

Stage 3 - Intervention

During pupil progress reviews, children who are still struggling to progress are identified and appropriate targeted intervention is put into place, including:

*1:1 support within lessons

Stage 4 - Further Support

if summative assessment does not show sufficient progress being made despite intervention, liaise with SENDCO.

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.

Intent

Progression

The music curriculum and the skills and knowledge progression framework are carefully planned to ensure that musical learning is sequenced, enabling children to develop and build upon their musical skills and knowledge from Year 3 through to Year 6. Children sing, listen to, compose, perform and evaluate music from a wide range of musical genres, historical periods, styles, genres and traditions. Music lessons are planned to deliver individualised lessons to pupils.

Year 3

Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

1. Sing a widening range of notes
2. Perform actions and movements to music
3. Sing call and response
4. Play call and response
5. Perform rhythms using simple patterns
6. Accompany songs with simple instruments
7. Control dynamics when playing
8. Explore and select instruments
9. Play melodies on tuned instruments
10. Prepare for a performance
11. Show growing awareness of musical structure

Year 4

Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

1. Continue to sing a wide range of notes accurately.
2. Follow and lead performance
3. Sing songs in major and minor keys
4. Perform rhythms accurately
5. Perform rhythms using simple patterns
6. Maintain an ostinato (rhythmic pattern)
7. Play and perform simple accompaniment
8. Control changes in dynamics
9. Suggest simple ways to evaluate music
10. Prepare for a performance

Year 5

Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style
2. Sing and play with a sense of ensemble
3. Use dynamics, tempo, and articulation (pp, p, mp, mf, f, ff, accelerando)
4. Play rhythmic patterns accurately
5. Maintain a rhythmic or melodic line
6. Develop knowledge of musical structure
7. Understand how triads and chords are used

Year 6

Singing and Playing - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together
3. Enhance the communication and lyrical meaning of a song or poem and apply to whole performance
4. Use a variety of instruments or body percussion in a range of time signatures

Long Term Plan

	Unit 1	Unit 2	Unit 3
Year 3	<p>Hear It! Play It! Exploring Rhythm Patterns Finding our singing voices. Exploring pulse and rhythm. Introducing rhythmic notation.</p> <p>The Orchestra Exploring the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p>Christmas Production Rehearsals Rehearsing for the Christmas Production. Understanding the importance of performing to an audience</p>	<p>Pitch and Melody Understanding that pitch can ascend and descend. How pitch can be represented by graphic scores and other notations. Performing and composing simple melodies with accuracy.</p>
Year 4	<p>Musical Contrasts Songs and activities will explore various instrumental timbres, identify changes in tonality (such as major and minor), and follow different performance directions, all while connecting to the interrelated dimensions of music</p> <p>A Bao A Qu (BBC 10 Pieces). Appreciating classical music. Understanding how music can create an image.</p>	<p>Indian Music Introducing to traditional Indian music. Learning about the rag and ta. listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing</p>	<p>Tambo Bamboo Rhythm notation, extended rhythms. <u>2/3 part</u> rhythmic pieces. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>
Year 5	<p>Ukulele Learning to strum chords, C, F, Am and G.]</p>	<p>South American Music (link to topic) Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on ukulele, tuned and un-tuned percussion.</p> <p>Ukulele Continuing to play longer chord sequences</p>	<p>Ukulele Playing melodies, reading TAB music. Playing music as part of an ensemble.</p>
Year 6	<p>Blues Music Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues chord sequence on ukulele and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</p>	<p>Theme and Variation Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments. Playing a melody from written notation and composing own variation based on a <u>well known</u> theme.</p> <p>Mixing Loops (Dance music) Exploring dance music over different periods of music. Performing loops (following staff notation) Creating a remix using known loops. Performing a variety of songs that have a melody, chord accompaniment and rhythm element, using a mixture of instruments.</p>	<p>Year 6 Production Rehearsals Preparing for the end of year performance.</p>

Intent - Retrieval

We incorporate retrieval activities at the beginning of lessons, either as part of the vocal warm-up in singing or focusing on the specific musical element that is the lesson's focus. Additionally, we emphasise transferable skills across different musical genres. These practices help ensure that pupils will "learn more and remember more."

Implement

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.

Implement

- There are three music units taught each year, each lasting one half-term. Consistent with our approach across all curriculum areas, we emphasize the importance of making "learning links." At the start of each unit, we use retrieval activities to determine what pupils already know and connect it to pieces of music studied in previous units. Whenever possible, we also create links to topics learned in other subjects to strengthen cross-curricular connections.
- Our music curriculum focuses on sound, developing children's aural skills through constant modelling, and introducing notation only after children have developed the ability to hear and repeat sounds. Lessons are carefully planned so that through singing, using tuned and untuned percussion instruments, and body percussion, children deepen their knowledge, understanding, and skills in music.
- Lessons are differentiated to challenge all abilities. Performance and composing activities will have multiple outcomes for children to work towards. Instrumental work will be arranged for different skill levels. Listening and appraising will use various levels of questioning. Children will have opportunities to work individually, in pairs, and in small groups of mixed or similar ability.

Implement

Diversity, Inclusion, SMSC, British Values Opportunities

- The teaching and learning of music are enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history, and social context of the music they are listening to, singing, and playing. Children will listen to a range of music examples as listed in the Model Music Curriculum document.

In addition, the focus for each year group is as follows:

- **Year 3:** Classical music (Instruments of the Orchestra), Christmas Production, pentatonic melodies, Japanese melodies.
- **Year 4:** Traditional Indian music, Tamboo Bamboo music (Trinidad and Tobago)
- **Year 5:** Latin American music, country music (ukulele).
- **Year 6:** Blues music, classical music, dance music.

Implement

In each planning sequence, there must be:

- **Vocabulary Development:** Opportunities to develop pupils' vocabulary; including the inter-related dimensions of music and knowledge of the key features of musical styles.
- **Recap of Previous Skills:** Review of previous skills and introduction of skills required for the unit.
- **Inclusive Teaching Strategies:** Strategies to increase all pupil engagement, ensuring that even the most vulnerable children are actively participating in the lessons. Differentiated tasks and recourses to offer personalised learning, with modelling closely aligned to the success criteria.
- **Use of Modelling and WAGOLs:** Modelling by teachers and peers, as well as WAGOLs, to help develop the knowledge and understanding of specific skills and musical genres.
- **Variety of Activities:** A mixture of playing, composing, and listening activities to support children's explorations and appreciation of the music genres.

Implement

Intervention

Intervention strategies in Music include:

- Adult support from teacher or TA: Either 1:1 or in small focus groups.
- Extra modelling of performances.
- Kagan groupings, peer modelling and feedback.
- Adapting musical instruments to support the learning.
- Extra visual aids.
- 'Talk Like a Musician' sentence stems.

Impact

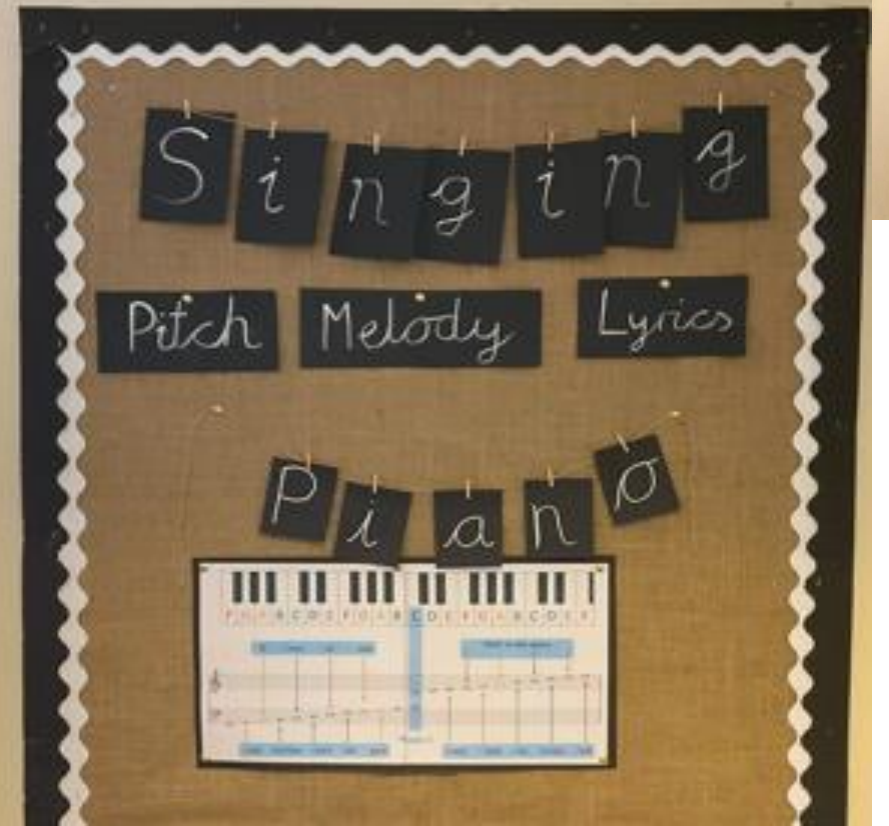
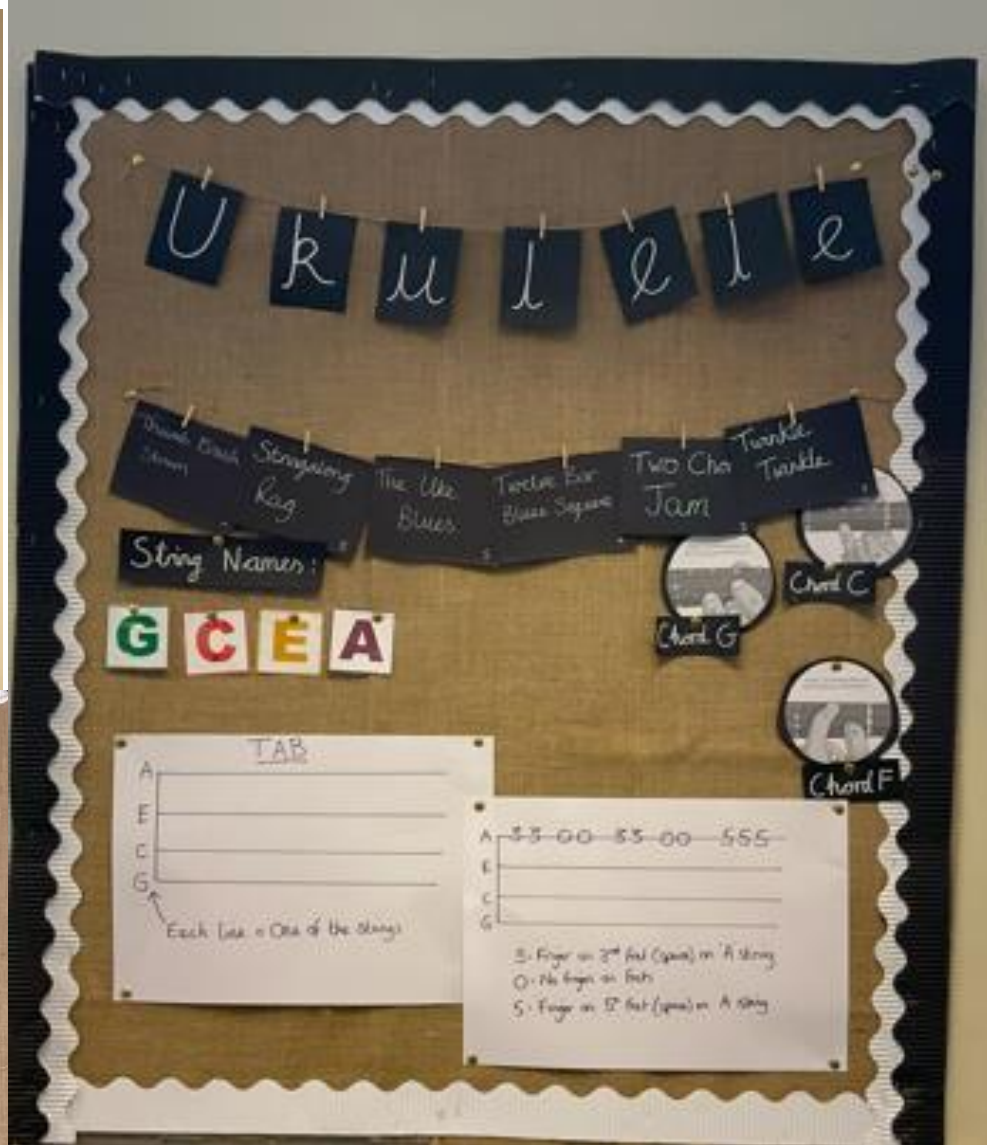
By placing enjoyment, engagement and inclusion at the heart of the Music curriculum, we are broadening our pupils' awareness of different genres of music as well as cultures and traditions from around the world. Children are having opportunities to sing and play with their peers, developing strong communication and social skills. Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key elements of music means they are making progress to achieving their age-related expectations. We believe that our music curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact will be measured through 'spotlights' three times a year which will include :-

- Planning scrutiny
- Ongoing assessments and feedback.
- Self, peer and teacher assessments.
- Pupil voice.
- Data Analysis

Impact

Displays Around School



Year 3



Perform actions confidently and in time.

I like learning new songs.



Playing melodies on tuned percussion, following notation where appropriate.




Play these melodies on your reading the dotted notation

1. 
C D E

2. 
E D C

3. 

4. 

I feel confident performing to my friends.



Good to be me

1, 2, 3, good to be me, 1,2,3. x2

1,2,3 it's good to be me,
And I want the world to know it's
good to be me. X2

I'm a special person
and there's only one
And no one else is like
person that is me.

Singing a widening range of songs, tunefully and with expression.

There are loads of different instruments we can use.

What do you already know about the orchestra?



Listening for specific features of the music.

Year 4

I get to use lots of instruments in our lessons.



Continuing to sing unison and simple part songs with correct tuning.



I enjoyed learning about Indian music.

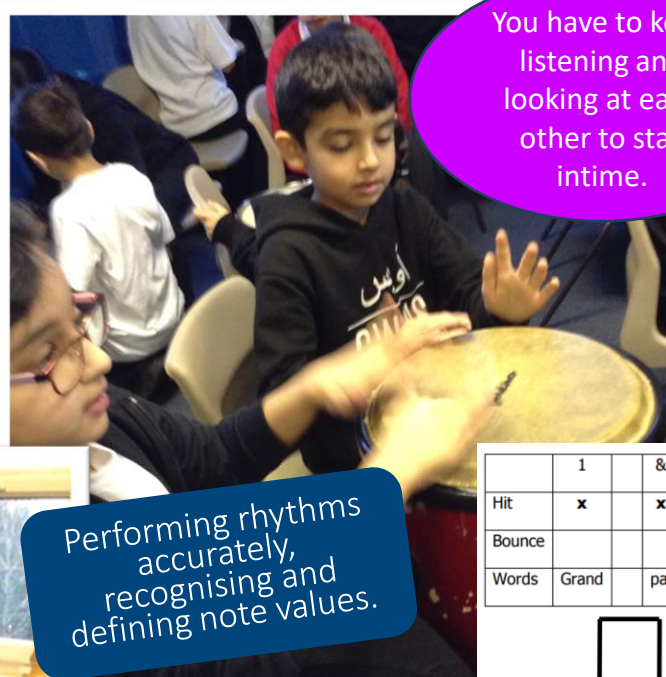
Composing & playing simple melodies using a given scale

A raga is a set of notes that Indian musicians create melodies from.

C D F G B C B G F D C

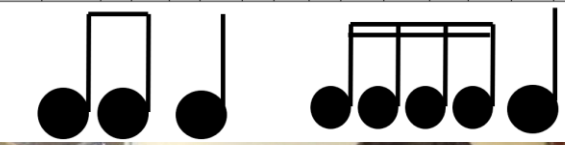
You have to keep listening and looking at each other to stay in time.

Maintaining ostinato rhythms as part of a polyrhythmic texture



Performing rhythms accurately, recognising and defining note values.

	1	&	2	&	3	&	4	&
Hit	x	x			x	x	x	x
Bounce			x					x
Words	Grand	pa	Ted		jum	ping	On	The bed



We can give each other feedback which helps our group performance.



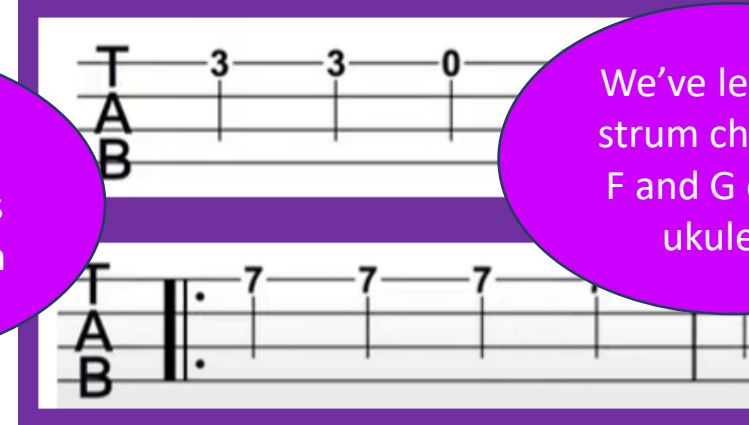
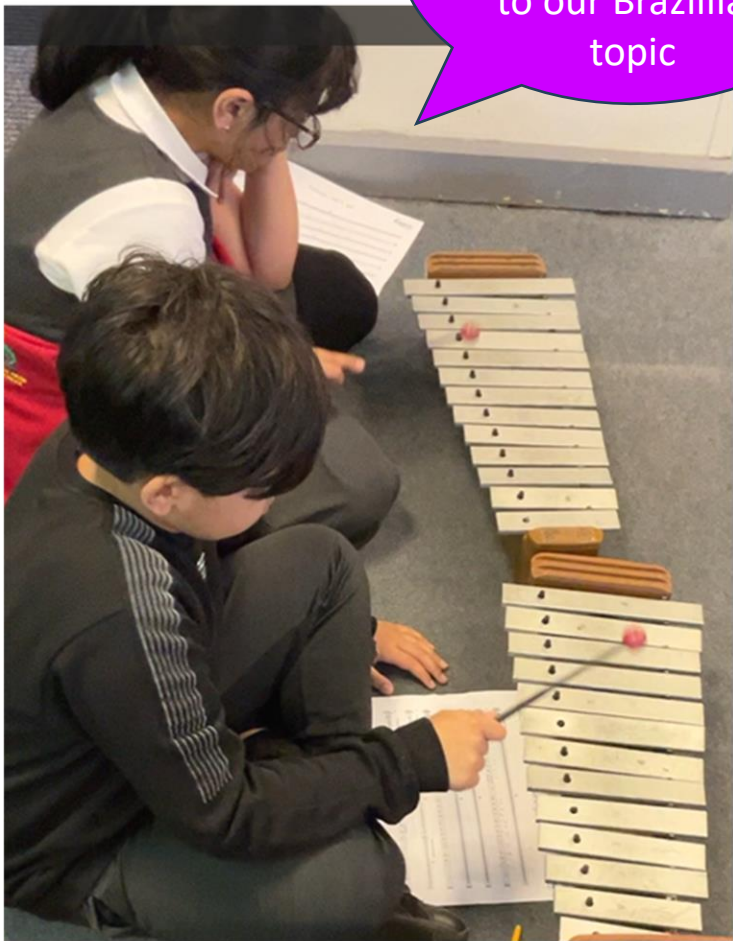
Year 5

I've enjoyed learning 'Vamos', it links to our Brazillian topic

We've learnt to strum chords C, F and G on our ukuleles

Through learning to play the ukulele

- Singing and playing with a sense of ensemble.
- Playing simple chords to accompany a song.
- Improvising rhythmic strumming patterns.



Year 6

Year 6 production rehearsing and performance.

Singing a wide range of songs, including those with syncopated rhythms.

We are playing more complicated melodies,

Playing in small ensembles, understanding how parts fit together.

We've enjoyed more composing music this year.

Writing Blues songs to fit with a 12 bar blues chord pattern.



Enrichment

Extra curricular clubs run throughout the year (changing each term) and include – year 3/4 choir, ukulele, drumming, piano and steel band club.

Performance opportunities – Music and Dance Club Showcase (Once a term), Choir performances to parents at home times, Christmas singing at Abbey Hey Care Home, Year 3 Christmas Production, Year 6 end of year production.

