



Subject Handbook

Music



St. John the Baptist
Catholic Primary School

Our Music Curriculum



Intent



At St John the Baptist 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 life-long 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. 'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

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

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Have opportunities to learn a musical instrument (Y5 and Y6)
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a variety of instruments
- Have different opportunities to take part in performances

Our Music Curriculum



Implementation



The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so, they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Our Music Curriculum

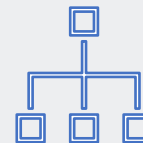


Impact



Whilst in school, children have opportunities to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group; they can then further develop these skills in the future and continue to enjoy and embrace music in their lives. Musical teaching and learning is not linear. The strands of musical learning, presented within the lesson plans are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. A “plan-do-check-review” approach is used with teachers making judgements against National criteria after each unit of work.

Curriculum Rationale



Introduction

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.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.



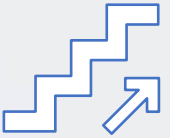
Mastery in your music lessons


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. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.


Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.


Scheme Progression Overview With Teaching And Learning Outcomes is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

Progression of Skills

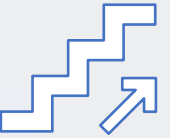


Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Play and Perform	Range of singing games Play different percussion instruments (to develop motor skills) Action and counting songs	Sing nursery rhymes and action songs. Sing-a-long with Pat-a-Cake and Name Song. Copycat rhythm games. Use classroom instruments	Begin to play patterns from memory. Sing with a developing sense of pitch, dynamics and duration when singing songs with an appropriate range. Experiment with their voices (chant, rap, represent known sounds) Know how to make sounds on a few un-tuned instruments (drum, triangle, shaker) – play along to a song Treat all instruments with respect Start and stop songs – follow my leader Sing loud and soft; high and low	Learn about voices singing notes of different pitches (high and low). Recognise and use hand signals to represent high/low Sing largely in tune as part of the class Learn that they can make different types of sounds with their voices Know how to make sounds on several un-tuned instruments and tuned instruments (glock, recorder, keyboard etc.) Show an awareness of more than one element when performing (e.g. loud and long; quiet and short) Learn to play a tuned instrumental part that matches their musical	Confidently use graphic/grid notation when performing rhythmic patterns Accurately use hand signals to represent more complex tunes Show an awareness of multiple musical elements when performing (e.g. pitch and dynamics) Recognise notes representing 4 beats, 2 beats, 1 beat and pairs of half beats (conventional notation) Sing using dynamics to express the mood of a piece	Play their own part when performing on various instruments along with others Perform with planned and tidy openings and endings Link notes together to form musical phrases Be confident in the use of notes representing 4 beats, 2 beats, 1 beat and pairs of half beats (conventional notation) Sing in a way that reflects the lyric and the mood Sing a solo part. Sing unison and simple two-parts. Play differentiated parts on a tuned instrument – a one-note, simple or medium part or	As a group, perform music using cultural structures (e.g. 12-bar blues, balanced phrases, whole tone scales) Play an individual role in a group performance by memory using correct technique. Perform music for a school occasion e.g. St John's Day event; Summer musical performance, Christmas Carol Concert To experience solo singing and rapping. To listen to each other and be aware of how you fit into the group To sing with an awareness of being 'in tune'	As a group, perform music using cultural structures (e.g. 12-bar blues, balanced phrases, whole tone scales) Rehearse and play an individual instrumental role in a group performance by memory or by reading notation Perform music for school occasions Confidently sing songs from memory or notation

 Improvise and Compose	Make own clapping rhythms and body percussion.	Compose using one or two notes on a computer. Compose using Row Row Row Your Boat. On Screen app.	experiment with sounds on instruments – improvise using or 2 notes only create and share short patterns of sound in response to a stimulus (picture/story etc) Clap answers to a musical question Invent their own symbol to represent a sound	Create patterns of sound that have been specially selected (Help create three simple melodies with the Units using one, three) Use a simple structure which has a beginning, middle and an end Support some compositions with graphic or grid symbols on paper or computer	Create patterns of sound that have been carefully selected (e.g. take turns to improvise using up to three notes) Select resources /instruments to suit the compositional task Show some use of silence in their work Make some use of dynamics in compositions Use graphic or grid symbols to represent musical ideas	Create music in draft form then edit and develop it Choose musical resources to suit the task Deliberately use silences in their work Use repetition and dynamics in their work Work in a group to create pieces with 2 instrumental parts	Identify and use 4-bar phrases in group and individual compositions Recognise and form a basic triad Improvise musical phrases including repetition Use a recognisable method of recording a composition (notation – pictures, symbols, notes; electronic) To know and be able to talk about improvisation: (Improvisation is making up your own tunes on the spot - it is not written down)	Identify and use 4-bar and 8-bar phrases in group and individual compositions Form and use basic triads in compositions Compose musical phrases and use them in pieces using repetition and other structures such as rondo or ternary form Record ideas using notation
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 Listen and Appraise	Body movements in response to different styles of music Make music shakers Introduce names of percussion instruments	Listen and respond to Nursery rhymes. Find the pulse – marching – tapping – blinking High and low games. Imaginative movement Children verbalise a response to music (ET theme) "How does this music make you feel? (Give choices)	Recognise and react to changes in music (e.g. suddenly loud/fast) Sing back or copy the rhythm (in warm-up games) Begin to react to musical instructions (e.g. hand gesture to get louder) march, be an animal Begin to recognise repetition	Show some knowledge of music from different times and places Can make some suggestions to improve their own work Recognise and describe repetition when listening to the music of others Enjoy moving to music by dancing, marching, being animals or pop stars.	Can identify the impact of elements in selected music pieces Can explain how to improve their own or a partner's work Identify some features which suggest a mood or atmosphere	Use relevant musical vocabulary when talking about the elements of music Identify how elements are used in music which is intended to create an effect, feeling or atmosphere Make clear comparisons between music of different cultures	Respond to and briefly describe music from different periods of history and different cultures (e.g. Balinese, Gamelan, African drumming) Use musical vocabulary to describe pieces, commenting on structure, phrasing and effects Find similarities and differences between pieces of music.	Respond to and briefly describe music from different periods of history (e.g. renaissance recorders, classical piano) Use musical vocabulary to describe and compare pieces, commenting on structure, phrasing and effects such as ritenuto, crescendo, staccato etc.
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Progression of Elements



Pulse / Beat / Metre

Year 1

Watch, follow, feel and move to a steady beat with others.

Find and enjoy moving to music in different ways.

Respond to the pulse in recorded/live music through movement and dance.

Year 4

Recognise and move in time with a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

Respond to the 'offbeat' or 'backbeat'.

Year 2

Watch and follow a steady beat.

Find a steady beat.

Recognise the time signature 4/4 by ear and notation.

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Year 5

Recognise and move in time with the changing speed of a steady beat.

Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.

Respond to the 'offbeat' or 'backbeat'.

Year 3

Recognise and move in time with the beat.

Play the steady beat on percussion instruments.

Recognise the 'strong' beat.

Play in time with a steady beat in 2/4, 4/4 and 3/4.

Year 6

Recognise and move in time with the changing speed of a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.

Identify syncopation and swing.

Timbre

Year 1

Identify different sounds in the environment, indoors and outside.

Identify the sounds of the instruments played in school.

Identify some of the sounds of the instruments heard when listening to music.

Year 4

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognise the difference between the sound of male and female voices.

Understand the importance of the vocal warm-up and its impact on the tone of the voice.

Year 2

Know the difference between a speaking voice and a singing voice.

Identify friends from the sound of their voice.

Year 5

Recognise the following ensembles:

- Gospel choir and soloist
- Rock band
- Symphony orchestra
- A Cappella group

Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognise the difference between the sound of male and female voices.

Recognise tone colour and rapping.

Year 3

Choose particular instruments for rehearsal and performing.

Identify the sound of different tuned and untuned percussion instruments.

Year 6

Recognise the following ensembles:

- Pop group
- A Cappella group
- Gospel choir

Identify instruments that add particular colour to a song or piece of music.

Identify the following instruments by ear and through a range of media:

- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.

• Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.

- Other instruments such as steel pans, harmonica, banjo and accordion.

Texture

Year 1

Sing together.

Listen out for combinations of instruments together.

Year 4

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.

Explain the term 'unison' and the difference between unison and solo.

Year 2

Understand that singing and playing together creates a musical texture.

Add body percussion accompaniments.

Year 5

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Identify changes in texture.

Talk about the different textures created by intervals and chords.

Year 3

Understand that singing and playing together creates a musical texture.

Add body percussion accompaniments.

Listen to the accompaniment to a song.

Identify large numbers of people playing and singing.

Listen out for solo players.

Year 6

Sing and play instruments in different-sized groups.

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Refer to repeated rhythmic or melodic patterns as riffs/ostinati.

Talk about the different textures created by intervals and chords.

Understand how texture builds throughout a piece as voices are layered.

Tempo

Year 1

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Year 4

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Year 2

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Understand that the speed of the beat can change, creating a faster or slower pace.

Year 5

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Recognise the connection between tempi and musical styles.

Year 3

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Year 6

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Recognise the connection between tempi and musical styles.

Recognise an effective use of tempo at the end of a song.

Structure (Form)

Year 1

Add movement to key sections of a song.

Understand when to sing in a verse and a chorus.

Year 4

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.

Year 2

Join in with a repeated section of a song: the chorus, the response.

Join in with the main tune when it is repeated.

Year 5

Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.

Year 3

Show the different sections of a song structure or piece of music through actions.

Year 6

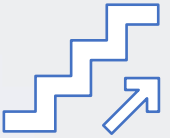
Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.

Talk about the purpose of musical structures.

Identify where changes in texture and tonality help emphasize the contrasting sections in a song.

Recognise that changing the tonality at different points within the song creates different sections to the structure.

Progression of Vocabulary



Musical Vocabulary: Years 1–6

Year 1

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

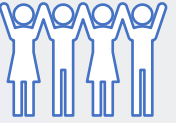
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Assessment



Musical teaching and learning is not linear. The strands of musical learning, presented within the lesson plans are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. A “plan-do-check-review” approach is used with teachers making judgements against national criteria after each unit of work.

Inclusion



1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning

Verbal scaffolds may involve re-teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions

Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupil practice
- Ask questions and check responses
- Provide models
- Guide pupil practice, provide scaffolding and support
- Encourage independent practice and check pupil understanding

All children receive a high quality and ambitious education

All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential

It is vital that our children are equipped with the tools needed to become independent learners

Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection

We provide an accessible learning environment which is tailored to the individual needs of all pupils

Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils

All learners are respected and acknowledged for their personal contribution