

MUSIC at Almond Hill Junior School



Subject Intent Statement

At Almond Hill, we aim to provide a high-quality music education for all pupils which inspires them to develop a love of music for life. Pupils will become more self-confident by developing their skills as musicians through an engaging curriculum which enables them to be creative with their own musical ideas, perform together and enjoy a sense of achievement. During their time at Almond Hill, Pupils will also have the opportunity to participate in a broad range of musical experiences where they can listen to live music performances, explore different types of instrument and through singing and appraising, learn to appreciate different musical styles that reflect varied cultures, purposes and periods of history.

Implementation

The Charanga School Music Scheme of Work is used in all year groups to develop a wide exposure to different genres of music with many practical opportunities to explore and develop as musicians and singers. Two Charanga units are taught across the year and link closely with foundation subject topic work.

Upper and lower school singing assemblies are held weekly where the children learn to sing a wide variety of songs that embrace curriculum subjects, various music genres and different cultures .

Children across the school have regular opportunities to perform together at Christmas Carol Services, school concerts and end of year performances for parents. Additionally, children in year 5 and 6 can join the school choir which performs at school events and a significant number of concerts in the local community.

There are also opportunities for children to learn to play instruments. Peripatetic music teachers currently provide lessons in violin and guitar.

SEND

As a school we aim to provide an inclusive Music curriculum which is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. These adaptations could be in the form of any of the following:

- Differentiated tasks
- resources / equipment- Eg some notes taken off the glockenspiel
- outcome- adapted parts for final composition
- support from peers or adult

3		Communication- music around the world. Charanga: bringing us together Composition & performance.	Glockenspiel stage 1 from Charanga. Improvisation of abstract effects
4		Music Express: Amazing Egyptians	Charanga: Dancing in the Street
5	Charanga: Livin' On a Prayer		Charanga: The Fresh Prince of Bel Air
6		Charanga Unit: Happy	Charanga Unit: Classroom Jazz 1 & 2

Progression of skills

PROGRESSION OF SKILLS IN MUSIC				
Vocabulary				
Developed across ks2: pitch, high, low, duration, pulse, rhythm, tempo, timbre, texture, structure, sound, dynamics, tune, verse, chorus, diction, orchestra, ensemble, unison, melody, harmony, phrase, improvise, compose, composition, composer, instrument, percussion, solo, duet, pentatonic, notation, chord, , genre, crescendo, scale, mood				
SKILL	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing: Controlling sounds through singing and playing	<p>Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words clearly in a song (diction)</p> <p>Maintain a simple part within an ensemble.</p> <p>Know that sense of occasion affects performance</p> <p>Make and control long and short notes on a variety of instruments</p> <p>Play notes on instruments clearly, including leaps in pitch</p> <p>Improvise(including call and</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics</p> <p>Perform with control and awareness of what others are singing/playing.</p> <p>Know that sense of occasion affects performance</p> <p>Sustain a rhythmic part on an instrument (ostinato, drone, etc) to accompany singing</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold a part in a round (pitch/structure)</p> <p>Perform in solo and ensemble contexts (by ear and from simple notations) using a variety of techniques, confidently, expressively and in tune.</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Use different venues and occasions to vary performances .</p>

	response) within a group using 1 or 2 notes	Improvise within a group using more than 2 notes	that the audience appreciates it. Improvise within a group using melodic and rhythmic phrases and with increasing aural memory	Improvise using 5 notes of the pentatonic scale.
Greater depth	In singing, begin to change pitch and dynamics with an awareness of what others are singing. Extend the range of notes used during improvised pieces.	Begin to show expression in singing. Begin to improvise using a wider range of notes and repeated patterns	Begin to show an understanding of simple harmonies when singing. Experiment with simple chords to provide musical accompaniment to a song	Take the lead in a performance. Perform a piece of music which contains more than one distinct melodic or rhythmic parts, knowing how the parts will fit together.
Composing: Creating and developing musical ideas	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, order, combine and control sounds (texture/structure)	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinato (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration.	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (rap-structure). Identify where to place emphasis and accents in a song to create effects (duration)	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate).

				Combine all musical dimensions.
Greater depth		Pupils explore and use sets of pitches (Eg 4 or 5 note scales). They can show how they use dynamics to provide contrast	Compose music which meets specific criteria	
Appraising: Listening, responding and reviewing Set of specific composers/genres/cultural styles of music that chn will listen to in the classroom.	Listen to a variety of live and recorded music with good concentration and make appropriate responses Identify the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well or needs improving. Know music can be played or listened to for a variety of purposes(in history/different cultures).	Listen carefully to live and recorded music from a widening range of influences Know how the pulse stays the same but the rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music- duration, timbre, dynamics, pitch, tempo, texture, structure, rhythm, metre, riff, ostinato and melody. Describe different purposes of music in history/other cultures.	Listen carefully and respond to a range of live and recorded music from different traditions, genres, styles and times Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in their own and others' music.	Listen carefully and evaluate a range of live and recorded music from different traditions, genres, styles and times Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve

			Describe different purposes of music in history and a wider variety of cultures.	own/others' work Know the different purposes of music in history and a wider variety of cultures
Greater depth	Show understanding of gradual and sudden changes within a piece of music. Begin to identify repetition, contrasts and variations.	Independently identify how a change in timbre can change the effect of a piece of music	Independently identify how tempo changes the character of music.	Independently appraise the introductions, interludes and endings for songs and compositions they have created.
Using symbols and notation	Use graphic notations which include signs to show when an instrument should be played and the pitch that should be sung or played. Begin to recognise notes and their names on a musical stave	Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).	Read/work out the musical stave (notes as year 4) Begin to use some musical notation when composing.	Know and use standard musical notation to perform and record own music (add dotted quavers)
Greater depth	Begin to read notes and know how many beats they represent	Begin to read a wider range of notes on a musical stave and use when playing instruments	Follow musical notes on a stave confidently for short pieces of music	Independently play/perform more complex pieces of music with full musical notation