

MUSIC at  
Almond Hill Junior School  
2023-24



## 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

Almond Hill uses the Charanga Music School scheme. Music lessons are delivered as a block unit over each term where a unit is taught over a three week period (up to 2 hours per week). The Charanga Scheme provides detailed lessons plans that include opportunities to listen to and appraise different styles of music, interactive games that focus on pulse and rhythm, warm-ups and breathing tasks to support singing skills and a range of activities (including individual and group compositions) that are rehearsed each lesson to build up to a final performance of singing and/or playing of percussion and tuned instruments. There are additional resources provided within each lesson plan to support more able children who can already play an instrument such as sheet music for violins, guitars, etc. Percussion parts are also differentiated to support different abilities within each class. There is a dedicated music area in the hall with a wide variety of percussion instruments to support music lessons.

Additionally, there is a weekly singing assembly for lower and upper school led by the subject leader. This includes a wide selection of songs from different genres and cultures, sung in both unison and in parts. Additionally, the headteacher's weekly assembly includes listening to and appraising a variety of music genres. All pupils have the opportunity to be part of a musical performance at Christmas and on other special occasions E.g. The school Diamond Anniversary celebrations.

Year 5/6 pupils (and year 4 on some occasions) can join the choir, which performs regularly at community events and The Hertfordshire Schools Concert at The Royal Albert Hall (every other year).

Pupils also have opportunities to have music tuition in guitar and violin from Herts Music Service peripatetic teachers.

## Curriculum Development 22/23

- Introduction of Rock Steady music lessons- 39 children currently learning to play an instrument (or provide vocals) as part of a rock band
- Summer Music concert- opportunity for all children who sing in the choir or play an instrument (in or out of school) to perform for parents.
- Summer sing along- parents invited to attend weekly singing assemblies in June/July
- Music outcomes for each class recorded in teacher class scrapbooks

## Music Curriculum

|   | Autumn               | Spring                              | Summer   |
|---|----------------------|-------------------------------------|--|
| 3 |                      | Music Express:<br>Amazing Egyptians | Communication- music around the world.<br>Charanga: bringing us together<br>Composition & performance.<br>Glockenspiel stage 1 from Charanga.<br>Improvisation of abstract effects |
| 4 |                      | Charanga: Mama Mia                  | Charanga: Dancing in the Street  |
| 5 | Charanga: Lean on Me |                                     | Charanga: The Fresh Prince of Bel Air  |
| 6 |                      | Charanga Unit: Don't Stop believing | Charanga Unit:<br>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  |
|---|--|--|---|---|
| <b>Performing:</b> Controlling sounds through singing and playing | <p>Sing songs from memory with accurate pitch and in tune.</p> <p>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 response) within a group using 1 or 2 notes</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>Improvise within a group using more than 2 notes</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 that the audience appreciates it.</p> <p>Improvise within a group using melodic and rhythmic phrases and with increasing aural memory</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>Use different venues and occasions to vary performances.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p> |

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| <b>Greater depth</b>  | 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.   |
| <b>Composing: Creating and developing musical ideas</b>   | 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.<br><br>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 (raps-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. |
| <b>Greater depth</b>  |   | 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   |  |
| <b>Appraising: Listening, responding and reviewing</b><br><br>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<br><br>Identify the pulse in music.   | Listen carefully to live and recorded music from a widening range of influences<br><br>Know how the pulse stays the   | Listen carefully and respond to a range of live and recorded music from different traditions, genres, styles and times<br><br>Know how pulse, rhythm and pitch fit together.  | Listen carefully and evaluate a range of live and recorded music from different traditions, genres, styles and times<br><br>Know how the other dimensions of music are sprinkled   |

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|                                   | <p>Know the difference between pulse and rhythm.</p> <p>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.</p> <p>Know music can be played or listened to for a variety of purposes(in history/different cultures).</p> | <p>same but the rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music- duration, timbre, dynamics, pitch, tempo, texture, structure, rhythm, metre, riff, ostinato and melody.</p> <p>Describe different purposes of music in history/other cultures.</p> | <p>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).</p> <p>Use these words to identify strengths and weaknesses in their own and others' music.</p> <p>Describe different purposes of music in history and a wider variety of cultures.</p> | <p>through songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/others' work</p> <p>Know the different purposes of music in history and a wider variety of cultures</p> |
| <b>Greater depth</b>              | <p>Show understanding of gradual and sudden changes within a piece of music. Begin to identify repetition, contrasts and variations.</p>  | <p>Independently identify how a change in timbre can change the effect of a piece of music</p>   | <p>Independently identify how tempo changes the character of music.</p>   | <p>Independently appraise the introductions, interludes and endings for songs and compositions they have created.</p>   |
| <b>Using symbols and notation</b> | <p>Use graphic notations which include signs to show when an instrument should be played</p>  | <p>Read notes and know how many beats they represent (minim, crotchet,</p>   | <p>Read/work out the musical stave (notes as year 4)<br/>Begin to use some musical</p>  | <p>Know and use standard musical notation to perform and record own</p>   |

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|                      | and the pitch that should be sung or played.<br>Begin to recognise notes and their names on a musical stave | semibreve, quaver, dotted crotchet, rests).  | notation when composing.  | music (add dotted quavers)   |
| <b>Greater depth</b> | 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 |