# Music

**Intent:**

At Bocking, we believe that music is a universal language that embodies one of the highest forms of creativity. We intend for children at our school to develop a critical engagement with music, allowing them to compose, and listen to a broad variety of musical pieces to develop musical knowledge, concepts and skills.

Children at Bocking Primary School are provided with opportunities to enjoy, compose, play and perform music in class and to an audience. Through performances and assemblies, our children share their talents and deepen their understanding of performing with others. Alongside this, our music lessons give children of Bocking Primary School opportunities to develop their musical skills as well as appreciate and appraise a range of music genres.

**Aims:**

We aim to develop children who:

* Have an appreciation of music; being able to make judgements and express their preferences about its quality and style.
* Listen to and evaluate music across a range of historical periods, genres, cultures, styles and traditions, using a range of musical language.
* Can sing, compose music (on their own and with others) and take part in performances with an awareness of audience.

# Key stage 1

Pupils are taught to:

* Use their voices expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and untuned instruments musically
* Listen with concentration and understanding to a range of high-quality live and recorded music
* Experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They aim to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are 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 staff and other musical notations
* 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.

# Implementation:

* Music forms part of the creative arts element of the Bocking curriculum which has four sessions allocated per 2 weekly timetable.
* In years 1 and 2, pupils will primarily learn to play the Glockenspiel.
* In years 3, 4, 5 and 6, pupils will primarily learn to play the recorder.
* Each year group will teach 6 music units within their year groups from the ‘Charanga Musical School’.
* The first unit will always introduce the year groups focus instrument and required skills.
* Each year group has a performance unit that is either at Harvest, Christmas time or Easter.
* Year 6 will also hold a leavers performance.
* The Bocking Music curriculum is split into 5 key Skills Elements – Listen and Appreciation, Singing, Notation, Playing an Instrument and Composition, which are taught in every lesson.
* Each Key Skills Element is progressive through each unit other than the year groups specific performance and playing recorder units.
* The singing aspect of the curriculum is also taught once per week in singing assembly.

# Unit Planner

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| Year | Units |
| 1 | Hey You (Glockenspiel/Keyboard) In the Groove  Round and Round Easter Performance You Imagination  Reflect, Rewind and Replay |
| 2 | Hands, Feet, Heart (Glockenspiel/Keyboard) Ho Ho Ho  Zootime Easter Performance  Friendship Song  Reflect, Rewind and Replay |
| 3 | Blown Away (Recorder)  Three Little Birds  Harvest performance  The Dragon Song  Bringing Us Together  Reflect, Rewind and Replay |
| 4 | Blown Away (Recorder)  Harvest performance  Mama Mia Lean On Me Blackbird  Reflect, Rewind and Replay |
| 5 | Blown Away (Recorder) Summer Concert  Living on a Prayer Make You Feel My Love  The Fresh Prince of Bell Air  Dancing in The Street |
| 6 | Blown Away (Recorder) Christmas Concert (with EYFS)  Happy  A New Year Carol You’ve Got a Friend  Reflect, Rewind and Replay  Summer Concert |

**5 Key Skills Elements**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen and Appreciation**  *A large range of music of different genres, composers and musicians will be played as children enter & leave assembly.*  *A focus will be chosen at the beginning of each term and a CD will be created in order to share with all of the school.* | I can concentrate and listen to a piece of music  I can find the pulse by moving my body  I can use musical words and phrases to describe a piece of music  I can name different musical instruments  I can say what I like or dislike about a piece of music and how it makes me feel  I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse  I can listen to, copy and repeat a simple rhythm or melody | I can listen to and understand different pieces of high-quality live and recorded music  I can find the pulse and internalise it in my head  I can improvise a simple rhythm using different instruments including my voice  I can understand that timbre describes the character or quality of a sound  I can understand that texture describes the layers within the music  I can understand that structure describes how different sections of music are ordered  I can describe a piece of music using musical language | I can listen with direction to a range of high quality music  I can confidently recognise a range of musical instruments  I can find the pulse in songs/music with confidence  I can begin to listen to and recall sounds with increasing aural memory | I can confidently recognise a range of musical instruments and the different sounds they make  I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators  I can use musical language to appraise a piece or style of music  I can listen to and recall sounds with increasing aural memory | I can understand how pulse, rhythm and pitch work together  I can listen with attention to detail and recall sounds with increasing aural memory | I can appropriately discuss the dimensions of music and recognise them in music heard  I can listen with attention to detail and recall sounds with increasing aural memory and accuracy  I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians |
|  | I can understand that pitch describes how high or low sounds are |  |  |  |  |
|  | I can understand that tempo describes how fast or slow the music is |  |  |  |  |
|  | I can understand that dynamics describe how |  |  |  |  |

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|  | loud or quiet the music is |  |  |  |  |  |
| **Singing**  *Weekly singing assemblies plus singing songs within assembly. (also links to performance/ production and recording)* | I can perform: rhymes, raps and songs  I can follow the conductor or band leader  I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently | I can confidently perform rhymes, raps and songs  I can understand that the words in a song can affect its melody  I can sing a song in two parts  I can use tunes and untuned classroom percussion to play accompaniments and tunes | I can sing songs with multiple parts with increasing confidence  I can play and perform in solo or ensemble contexts with confidence | I can copy increasingly challenging rhythms using body percussion and untuned instruments  I can sing as part of an ensemble with confidence and precision  I can play and perform in solo or ensemble contexts with increasing confidence | I can sing as part of an ensemble with increasing confidence and precision  I can play or perform in solo or ensemble contexts with some accuracy, control, fluency and expression | I can sing as part of an ensemble with full confidence and precision  I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression |
|  |  | I can play instruments using the correct techniques and with respect |  |  |  |  |
|  |  | I can practise, rehearse and perform music to an audience with confidence |  |  |  |  |
| **Notation** | Using Charanga terminology: Represent sounds with different symbols to represent  a beat or a note | Using Charanga terminology: Name notes on the stave as they are  taught within a unit | Recognise the symbols for a quaver, minim, crochet and semi-breve and know how many beats are  in each. | Read notes on the stave | Draw the treble and bass clef. | Write a short pattern of notes using traditional notation. |
|  |  | Identify the duration  of notes |  |  |  |  |

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|  |  |  | Recognise and understand the symbol for a rest.  Recognise and draw a treble clef.  Read the musical stave and can work out the notes EGBDF and FACE. |  |  |  |
| **Playing an instrument** *Treating instruments with respect and playing with correct technique* | Glockenspiel/keyboard  To identify and play the notes: C, D, F  Begin to play the glockenspiel | Glockenspiel/keyboard  To identify and play the notes: A, C, D, E, F, G  To play the glockenspiel with developing accuracy | Blown Away Recorder Book 1 (Introducing B, Introducing A,  Introducing G (SEE RECORDER COURSE ON  INSTRUMENTS FOR EXTRA MUSIC AND INSTRUCTION) **(RATHER THAN GLOCKENSPIEL UNIT 1)**  Recorder  Play notes B,A,G  Hold the recorder correctly.  Play the notes with care and control so that they sound clear. | Charanga: Blown Away Recorder Book 1 (Introducing B, Introducing A, Introducing G, Introducing High C and High D  (SEE RECORDER COURSE ON INSTRUMENTS FOR EXTRA MUSIC AND INSTRUCTION) **(RATHER THAN GLOCKENSPIEL UNIT 2)**  Recorder  Play notes B,A,G plus high C, D  Perform a melody accurately following the notes on the stave. | Charanga: Blown Away Recorder Book 1 (Introducing B, Introducing A, Introducing G, Introducing High C and High D, Introducing E,  Introducing F (SEE RECORDER COURSE ON  INSTRUMENTS FOR EXTRA MUSIC AND INSTRUCTION)  Recorder  Play notes B,A,G,C,D plus E,F  **(RATHER THAN CLASSROOM JAZZ 1)**  Perform an extended sequence of notes on the recorder, following the notes on  the stave whilst | Charanga: Blown Away Recorder Book 1 (Introducing B, Introducing A, Introducing G, Introducing High C and High D, Introducing E,  Introducing F (SEE RECORDER COURSE ON  INSTRUMENTS FOR EXTRA MUSIC AND INSTRUCTION)  Recorder  Play notes B,A,G,C,D plus E,F  **(RATHER THAN CLASSROOM JAZZ 2)**  Recorder  Play notes all notes C- C  Play melodies performing in solo, in |

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|  |  |  |  |  | playing in unison with others. | groups and with accompaniment and  to improvise and compose. |
| **Composition** | * Begin to understand the diﬀerences between   composition and improvisation.   * Create your own simple   Melodies within the context of the song that is being learnt.   * Compose using one or two notes. * Compose rhythms using words, phrases, syllables * Record the composition in   any way appropriate.   * Notate music in   diﬀerent ways, using graphic/video, ICT.   * Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.   **(2 simple compose and O-Generator can be utilised)** | * Continue to explore and understand the diﬀerences between composition and improvisation. * Continue to create your own simple melodies within the context of the song that is being learnt. * Compose using one, two or three notes. * Compose rhythms using words, phrases, syllables * Record the composition in any way appropriate. * Notate music in   diﬀerent ways, using graphic/video, ICT.   * Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.   **(2 simple compose and O-Generator can be utilised)** | * Continue to explore and continue with an adaptive approach, composing   using two notes, increasing to three notes and beyond if required.   * Listen to the sound of the composition as it unfolds and make decisions about it. * Compose rhythms using phrases, sentences * Record the composition in any way that   is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.   * Musically demonstrate increased understanding and use of the   interrelated dimensions of music as appropriate  within this context. | * Continue with an adaptive   approach, composing using two notes, increasing to three notes and beyond if required.   * Listen to the sound of the composition as it unfolds and make decisions about it. * Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. * Musically demonstrate increased understanding and use of   the interrelated dimensions of music as appropriate within this context.   * Begin to recognise and   musically demonstrate awareness of a  link between shape and pitch using graphic notations. | * Continue to create your own   more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole  class.   * Continue with an adaptive   approach, composing using two notes, increasing to three notes and beyond if required.   * Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with   formal notation.   * Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. | * Conﬁdently create your own melodies within the context of the song that is being learnt. * Move beyond composing using   two notes, increasing to three notes then ﬁve if appropriate.   * Use voice, sounds, technology   and instruments in creative ways. Record the composition in any way  appropriate. Notate music in diﬀerent ways,  using graphic/pictorial notation, video, ICT  or with formal notation if appropriate.   * Continue to musically demonstrate   an understanding and use of  the interrelated dimensions of music as appropriate.   * Recognise and musically and/or   verbally demonstrate |

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|  |  |  | * Begin to recognise and   musically demonstrate awareness of a link between shape and pitch using graphic notations  if appropriate.  **(2 simple compose and O-Generator can**  **be utilised)** | **(2 simple compose and O-Generator can be utilised)** | * Begin to recognise and   musically demonstrate awareness of a link between shape and pitch using  graphic notations.  **(2 simple compose and O-Generator can be utilised)** | awareness of a  link between shape and pitch  using notations if appropriate.  **(2 simple compose and O-Generator can be utilised)** |
| **Performance** | Easter celebration | Easter celebration | Harvest Performance | Harvest Performance | Summer Performance | Christmas Performance (with EYFS)  Summer Performance  Leavers assembly |