



Music

At Alexandra Park Junior School



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.

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.

Music will be taught in a 'block' 3 times a year for each year group. As in all our curriculum areas, we emphasise the importance on making 'learning links' where at the start of each unit we find out what pupil's already know using retrieval activities and making links with pieces of music studied in previous units. Where possible, links will also be made to topics learnt in other subject areas to forge strong cross-curricular links. Lessons will be differentiated accordingly to challenge all abilities. Performance and composing activities will have several outcomes for the children to work towards. Instrumental work will be arranged for different levels. Listening and appraising will use various levels of questioning. The children will have opportunities to work individually, in pairs and small groups of mixed or similar ability.

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 will have 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, as well as promoting confidence and pride in performing in solo and ensemble contexts. We believe that our music curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact may be measured by:

- Ongoing assessments and feedback.
- Self, peer and teacher assessments.
- Pupil voice.
- Videos of performances as examples of work

Progression of Knowledge and Skills

Main objectives
Recovery objectives

Play and Perform (Singing and instruments)				
Key Stage 2 Key Skills	Year 3	Year 4	Year 5	Year 6
Sing songs in unison and two or more parts	Sing songs with an awareness of pitch and expression. ** no singing to be included in lessons as per the Government Covid guidance.	Sing songs maintaining the correct pitch and with increasing expression.	To sing with clear diction, controlled pitch and a sense of phrasing.	To sing with clear diction, controlled pitch and with a sense of phrasing.
To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and melodic parts, beginning to vary the pitch with a small range of notes. To perform actions and instruments to the pulse. To begin to perform short rhythms.	To play and perform parts with an increasing number of notes, beginning to show musical expression (e.g – clear starts, ends of pieces, accuracy, changes in dynamics). To perform simple rhythms to the pulse of the music, understanding the difference between pulse and rhythm. To perform repeated rhythms.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To perform a range of rhythms and simple melodies with an increasing number of notes in unison	To play and perform with accuracy, fluency, control and expression. To perform parts with increasing accuracy and expression (with good understanding how to achieve this)
Improvise and Compose (Creating and developing musical ideas)				
Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical and melodic patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To explore sounds that can describes images/moods. To explore sounds using the inter-related dimensions of music.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To revise composing 4-beat rhythm patterns.	To join layers of sound expressively, thinking about the inter-related dimensions of music.	To compose rhythms and melodies within a given structure.

Progression of Knowledge and Skills

Main objectives
Recovery objectives

Responding and Reviewing Appraising Skills				
Analyse and compare sounds. Explore and explain ideas and feelings about music using musical language.	To explore and comment on the ways sounds can be used expressively. To be able to identify sounds heard and describe what moods are being described, explaining how they know this.	To recognise and explore the ways sounds can be combined and used expressively, beginning to use musical words. To describe how the sound is being used to describe a certain mood.	To describe, compare and evaluate different types of music, using musical words. Revise the musical terms and how to use them in listening activities	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. Revise the musical terms and how to use them in listening activities
To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and Appreciating Music Drawn from Different Traditions and from Great Composers and Musicians.				
To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect. Introduce the key musical terms (tempo, pitch, dynamics, duration, structure, texture, timbre)	To understand how different inter-related dimensions of music are combined and used expressively. To continue to identify the I.D.M.'s in pieces of music and begin to understand how combining them can create particular moods.	To begin to identify the relationship between sounds and how music can reflect different meanings. To be able to discuss how the inter-related dimensions of music are combined and used expressively.	To identify and explore the relationship between sounds and how music can reflect different meanings. To continue to discuss how the inter-related dimensions of music are combined and used expressively, reflecting on how music can convey different meanings.
To understand how time and place can influence the way music is	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue,

Progression of Knowledge and Skills

Main objectives
Recovery objectives

created.			time.	occasion and purpose effects the way that music is created and performed.
Music Notation and Symbols				
To recognise, identify and respond to basic symbols, including music notation and basic changes in pitch within a limited range	To begin to recognise simple notations to represent music, including rhythm, pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation (how pitch is represented on a musical staff), dynamics and tempo markings. To continue to use invented musical notations (graphic scores) and develop understanding of music notation.	To use and apply a range of musical notations including staff notation, to perform and record musical material. To recognise/revise music staff notation for rhythm values and the musical staff.

* Please note, the progression of knowledge and skills is being updated for 2021-22, in accordance with the new Model Music Curriculum.



Our Next Steps

- To develop and enhance the music curriculum using the new Model Music Curriculum.
- To plan detailed medium term plans that broaden the horizons of pupils' awareness of different genres of music, as well as choosing music that relates to their own backgrounds and cultures.
- To enrich the music curriculum through extra-curricular clubs.
- To involve the school in more outside music events, such as the Greater Manchester Singing Challenge and Sing Up Day events.



Year 3



Call and response patterns



Performing accompaniments



Composing and performing melodies with boomwhackers.



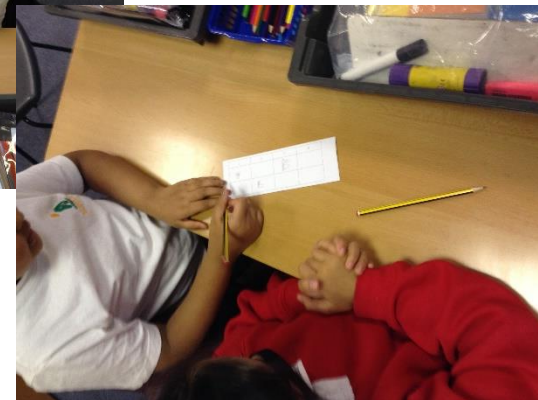
Year 4



Connect It! Body percussion performance.



Composing and performing rhythm grids.

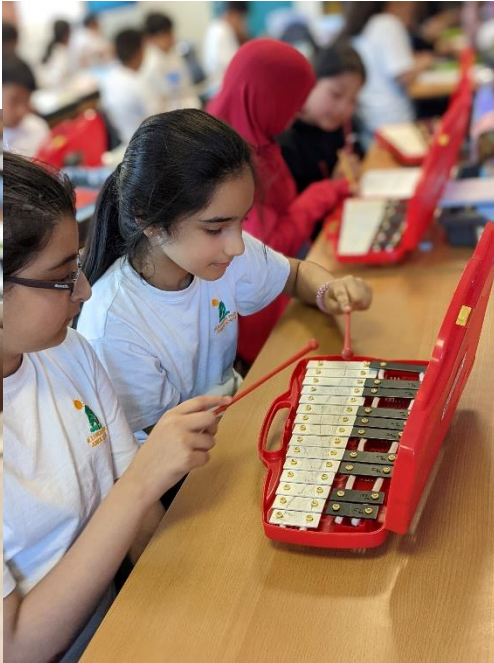


Performing actions to songs.



Learning short melodies.

Year 5



*Performing longer melodies,
and reading music notation.*



Year 6

Samba Rhythms

Pentatonic melodies (find chn's work).



Ukulele, basic techniques.

