

Bridgelea Music National Curriculum coverage document.

Developed- Rebecca Squires.

Updated October 2017/October 2018/September 2019

### **Objectives – To ensure that all pupils:**

- Sing and use their voices to create and compose music
- Perform, listen to and review music across a range of historical periods, genres and styles
- Have the opportunity to learn a musical instrument within additional nurture time.
- Have the opportunity to express themselves creatively
- Develop their musical skills through an understanding of the interrelated dimensions of music – pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Use technology appropriately
- Have the opportunity to progress to the next level of musical excellence
- Have the opportunity to perform in school and as part of the wider community

### **Strategies**

- In the Early Years the teaching of music allows children to explore sound and have access to musical instruments and listening stations. They also explore music through dance, movement, story, role play and singing.
- Music is taught weekly throughout the school and cross-curricular links are made wherever possible.
- Children have additional opportunities to develop their understanding of skills in music through enrichment
- Pupils are given the opportunity to listen to a range of Music drawn from different traditions and from great composers and musicians within assemblies and class.

### **Assessment and Recording**

Assessment will form an integral part of the teaching and learning of Music. This will be done by observing children working and performing, by listening to their responses and by examining work produced. As often as possible children's work will be recorded and they will have the opportunity to listen back to their work, giving them the chance to assess and improve. The music lead will collect samples of graphic scores and think pieces throughout the year in order to monitor the listening element.

## Resources

- Music resources are in place at Withington- pitched and unpitched percussion.
- Music resources for Longsight- Djembi drums, noise makers, Boom Whackers.
- Music resources also available via Purple Mash- ICT scheme (All sites)
- Steel pan set for Able, Gifted, Talented and interested.

## Staffing

Facilitator Jenny Osbourne delivers music across all 3 sites.

Rebecca Squires (Music Subject Lead) is also a qualified music teacher and provides guidance and resources and monitoring across all 3 sites.

### Rights linked to music (Key Focus)

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

### Nurture principles linked to Music

**Children's learning is understood developmentally-** Children are taught in milepost classes around their musical abilities.

**The classroom offers a safe base.** There are ear defenders, different timbres of instruments and the option to withdraw if distressed for all music sessions.

**Nurture is important for the development of self-esteem.-** Music sessions are aimed at building confidence, skills and giving children new and enriching experiences.

**Language is understood as a vital means of communication.-** Key vocabulary is shared and explored with children and the importance of singing, songs and lyrics developed.

**All behaviour is communication-** This includes expressive behaviour where children show their feelings through music.

**Transitions are significant in the lives of children-** The music facilitator visits classrooms rather than children withdrawing to lessen the impact of transition from room to room .

## Musical Elements



🎵 **Pitch**     KS1 – higher/lower                      KS2 – graduations of high/low

🎵 **Duration**     KS1 – Longer/shorter, steady pulse/beat, rhythm  
                         KS2 – Groups of beats, rhythm

🎵 **Dynamics**     KS1 – Louder/quieter/silence  
                         KS2 – Graduations of volume

🎵 **Tempo**             KS1 – Faster/slower             KS2 – Different speeds

🎵 **Timbre**             Different types of sounds

🎵 **Texture**             Different ways sounds are combined

🎵 **Structure**             Different way sounds are organised

## MUSIC NATIONAL CURRICULUM KEY SKILLS – KEY STAGE 1 (AND EYFS)

The music curriculum is a spiral curriculum, with key skills being repeated constantly.

This applies to rhythm skill based work and the inter-related elements of music (Dynamics, Tempo, Pitch, Duration (Pulse and Rhythm), Structure, Texture, Timbre).

### EYFS Criteria:

**Expressive arts and design:** Children in Nursery and Reception should access music using the key skills below.

**Exploring and using media and materials:** Children sing songs, make music through dance and experiment with ways of changing them.

**Being imaginative:** Children to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They should represent their ideas, thoughts and feelings through design technology, art, music, dance, role-play and stories.

### Key Stage 1:

Children should be inspired to develop a love of music that increases their self- confidence, creativity and sense of achievement.

Key skills	Mile Post 1	Purple Mash
Rhythm	<ul style="list-style-type: none"> <li>• Clap syllables</li> <li>• Clap crotchet, quaver, rest</li> </ul>	2Beat - Teach rhythm and pulse by building up various beats
Vocal (Use their voices expressively and creatively by singing songs and speaking, chants and rhymes.)	<ul style="list-style-type: none"> <li>• Language development</li> <li>• Pitch match and sing songs</li> <li>• Use voice in different ways</li> <li>• Call and response songs</li> <li>• Speak chants and rhymes</li> </ul>	Use Create A Story To Record The Children Reading Their Own Stories Or Composing Music To Accompany Them
Instrumental skills (Play tuned and untuned instruments musically)	<ul style="list-style-type: none"> <li>• Use untuned percussion</li> <li>• Begin to use tuned percussion</li> <li>• Develop names of instruments</li> <li>• Develop how instruments should be used musically</li> </ul>	
Listening (with concentration and	<ul style="list-style-type: none"> <li>• Can move to music</li> <li>• Recognise how music makes you feel</li> <li>• Recognise percussion instruments being played in</li> </ul>	

<p>understanding to a range of high quality live and recorded music)</p>	<p>music</p> <ul style="list-style-type: none"> <li>• Listen to and identify male/female voice in music</li> <li>• Listen to and respond to live music</li> </ul>	
<p>Elements of music (Appraisal/composing)</p>	<ul style="list-style-type: none"> <li>• Develop Dynamics = Loud /Soft</li> <li>• Develop Tempo = Fast / Slow</li> <li>• Develop Pitch = High / Low</li> <li>• Develop Duration = Long /Short</li> <li>• Select own instruments to create short pieces of music that reflect certain moods/events/feelings etc.</li> <li>• Begin to use graphic notation/flash cards.</li> </ul>	<p>2Sequence - Drag And Drop Sounds Into The Grid: Explore Harmony And Build Up Musical Scores  2DIY: Sound Drag - Drag And Drop Sound Samples To Produce A Piece Of Music  2Explore - Play and record simple melodies by clicking on the instruments</p>

## MUSIC NATIONAL CURRICULUM KEY SKILLS KEY STAGE 2

The music curriculum is a spiral curriculum, with key skills being repeated constantly.

You may wish to extend children's skills further and do additional work if children are ready for this.

This applies to rhythm skill based work and the inter-related elements of music (Dynamics, Tempo, Pitch, Duration (Pulse and Rhythm), Structure, Texture, Timbre).

**Skills covered are taught in main by the music facilitator but should be supplemented by class teachers.**

Skill	Mile post 2	Mile post 3	Purple Mash
Rhythm (Covered by music facilitator in Autumn 1 or 2 Depending on sites)	<ul style="list-style-type: none"> <li>• Copy a rhythmic phrase</li> <li>• Improvise rhythmic phrases</li> <li>• Clap the rhythm of a song whilst others tap the pulse</li> <li>• Tap the metre of songs</li> <li>• Play on beat one in a given metre</li> <li>• Play the metre of a song whilst others play the rhythm</li> <li>• Say and tap eight beat phrase rhythms</li> <li>• Clap two ostinato rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and improvise Phrases (4 and 8 beats)</li> <li>• Tap / Clap the metre of a song whilst others tap the Metre</li> <li>• Combine ostinato phrases vocally and instrumentally</li> <li>• Combine ostinato phrases vocally and instrumentally</li> <li>• Play/sing an ostinato</li> </ul>	
Play/Sing- Perform. (with an	<ul style="list-style-type: none"> <li>• Sing and play in class</li> <li>• Play as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Develop increased leadership skills</li> </ul>	

<p>understanding of how to improve accuracy, fluency, control and expression)</p> <p>(Covered by music facilitator in Autumn 1 or 2 Depending on sites. Depth will come in block 2 of music. To be also covered in class when singing)</p>	<ul style="list-style-type: none"> <li>• Begin to use different tempi and dynamics</li> <li>• Choose the most appropriate way to perform a song</li> <li>• Begin to sing in parts</li> </ul>	<p>within ensemble group</p> <ul style="list-style-type: none"> <li>• Choose appropriate dynamics, tempo and instrumental sounds</li> <li>• Sing an ostinato accompaniment</li> <li>• Sing in 2 parts</li> </ul>	
<p>Composition</p> <p>(Covered by music facilitator in block 2 of music)</p>	<ul style="list-style-type: none"> <li>• Organise musical phrases in a simple structure</li> <li>• (Ternary Form A B A, Binary form AB)</li> <li>• Create a melodic phrase</li> <li>• Create a simple up and down tune</li> <li>• Create and vary an ostinato to reflect a mood based on a stimuli (painting, poem or other stimuli)</li> </ul>	<ul style="list-style-type: none"> <li>• Organise rhythmic and melodic phrases in a simple structure</li> <li>• Create an up and down tune</li> <li>• Play an accompaniment to a tune</li> <li>• Improvise melodic phrases</li> <li>• Organise musical phrases into a simple structure</li> <li>• Create tunes for word phrases</li> </ul>	<p>2Sequence - Drag And Drop Sounds Into The Grid: Explore Harmony And Build Up Musical Scores</p> <p>2DIY: Sound Drag - Drag And Drop Sound Samples To Produce A Piece Of Music</p> <p>2Explore - Play and record simple melodies by clicking on the instruments</p>



			2Beat - Teach rhythm and pulse by building up various beats
<p>Listening and appraisal</p> <p>Covered by “Think Pieces 2019-2020”.</p>	<ul style="list-style-type: none"> <li>• Pick out instruments in a piece of music</li> <li>• Play simple tunes by ear</li> <li>• Sing songs from memory</li> <li>• Trace the shape of a tune and match it to convention notation</li> <li>• Talk about how a piece of music makes you feel</li> <li>• Listen to live music and selections of different music.</li> <li>• Recognised how sounds are used to achieve an effect</li> <li>• Recognise layers of sound in recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an individual part in three and four part music</li> <li>• Play simple tunes by ear</li> <li>• Identify repeated and contrasting sections in recorded music</li> <li>• Match the metre of recorded music</li> <li>• Copy melodic phrases</li> <li>• Trace the shape of an up and down tune.</li> <li>• Listen and evaluate a range of music across genres</li> </ul>	
<p>Musical history</p> <p>Notation</p>	<p>Develop an understanding of the history of music Relate music to historical curriculum topics covered where possible</p> <p>Different types of notation will be explored with children. Graphic notation will take a primary focus developing into staff notation. This is first to be explored through art (Drawing and making staff notation) and then via music games.</p>		