

Hawkesley Church Primary Academy

'let your light shine'
Matthew 5:16



Music Curriculum

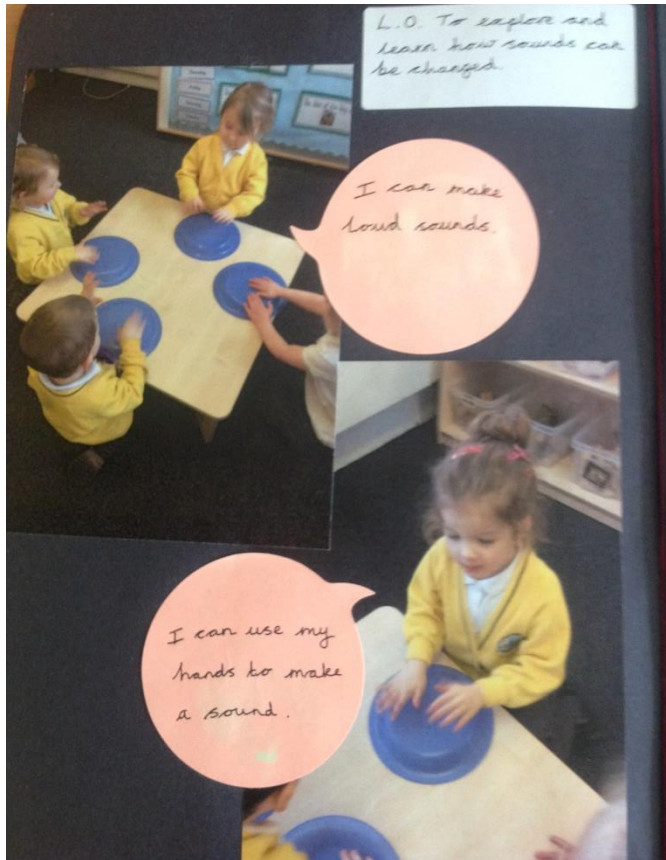
Curriculum impact in playing musical instruments

Progression in Music – Playing Musical Instruments

Areas of Learning: <u>EYFS</u>	National Curriculum Objectives: <u>KS1</u>	National Curriculum Objectives: <u>KS2</u>
<p><i>Expressive Arts and designs.</i></p> <ul style="list-style-type: none">- <i>Exploring and using media and materials.</i>- <i>Being imaginative.</i> <p><i>Communication and language.</i></p> <ul style="list-style-type: none">- <i>Listening and attention</i> <p>http://www.hawkesley.bham.sch.uk/Early-Years/</p>	<ul style="list-style-type: none">• <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>• <i>Pupils should be taught to play tuned and untuned instruments musically.</i>• <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>• <i>Pupils should be taught to experiment with, create, <u>select</u> and combine sounds using the inter-related dimensions of music.</i>	<ul style="list-style-type: none">• <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, <u>control</u> and expression.</i>• <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>• <i>To listen with attention to detail and recall sounds with increasing aural memory.</i>• <i>To use and understand staff and other musical notations.</i>• <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>• <i>To develop an understanding of the history of music.</i>

Whole School Overview

Nursery



Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity

Reception

Friday 25th March 2022

Listen to sing nursery rhymes and action song: Row, Row, Row Your Boat.



Do now activity:

Listen and respond to: "Frog's Legs and Dragons Teeth" by Bellowhead.

How does this song make you feel?

Reeva said the song was fast.



Miss Southern says...

The children made amazing music



Friday 22nd October 2021
High and low games - pitch.

Do now activity: sing 1, 2, 3, 4, 5, once I caught a fish alive.

Do you know the actions?

"I Can do the actions" - Olivia

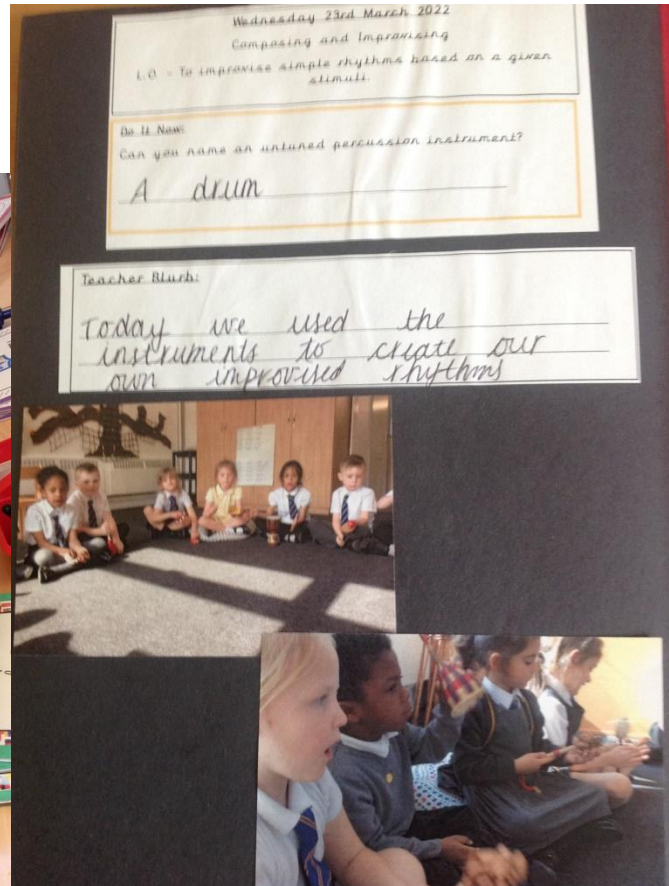
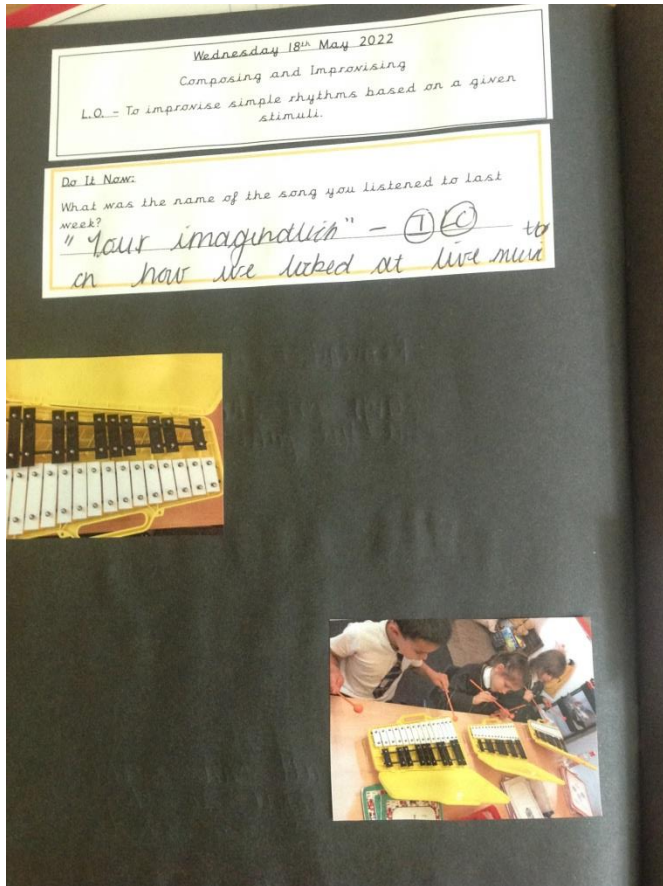


Miss Southern says...

The children discussed which notes sounded higher than the others.

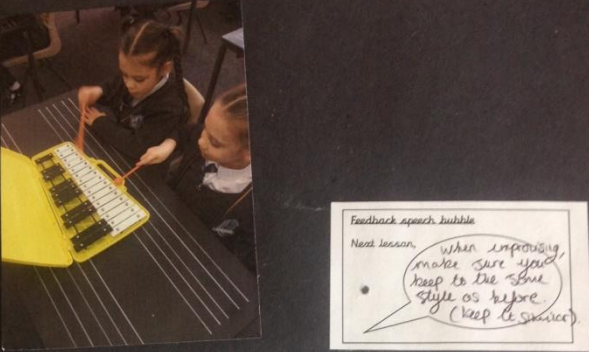
- Chooses particular instruments for their own imaginative purposes
- Makes music in a range of ways

Year 1



- To use untuned instruments follow / indicate the pulse and express different rhythms.
- To use some tuned percussion (xylophones, whistles, glockenspiels, etc...) to play short melodies with a few notes.

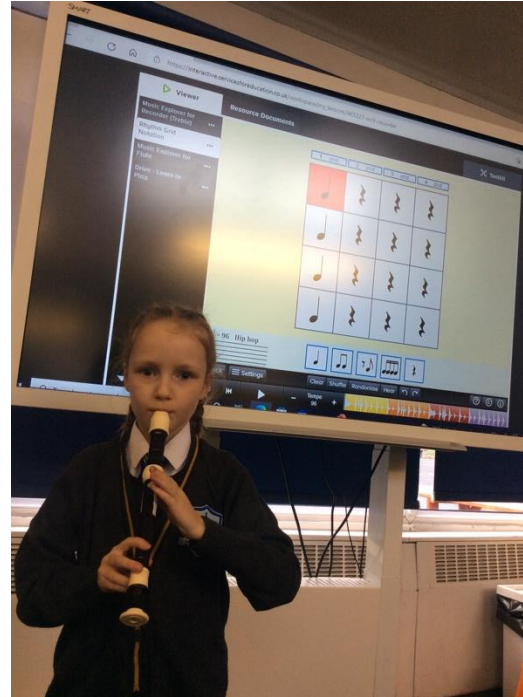
Year 2




Feedback speech bubble
Next lesson, when composing make sure you keep to the blue style as before (keep the source)

Exit Ticket: How can you use another piece of music as inspiration when composing?
Use the same melody

Teacher Assessment	
✓ Number of children who met the LO:	26/29
✗ The children who did not meet the LO:	Jason Harvey Ollie struggled to keep in time. → moved to work in a three ✓



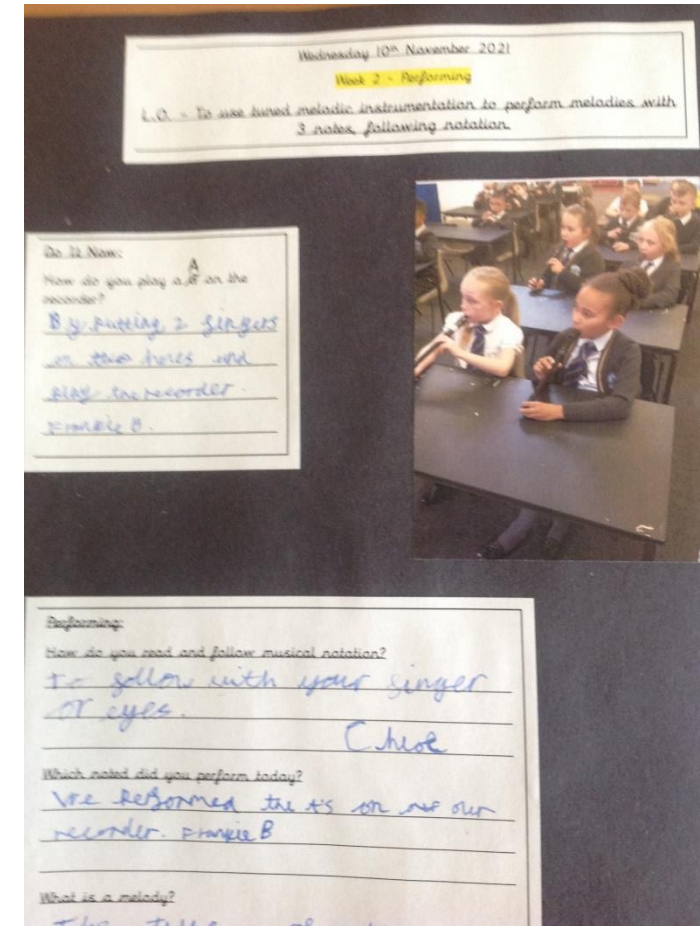
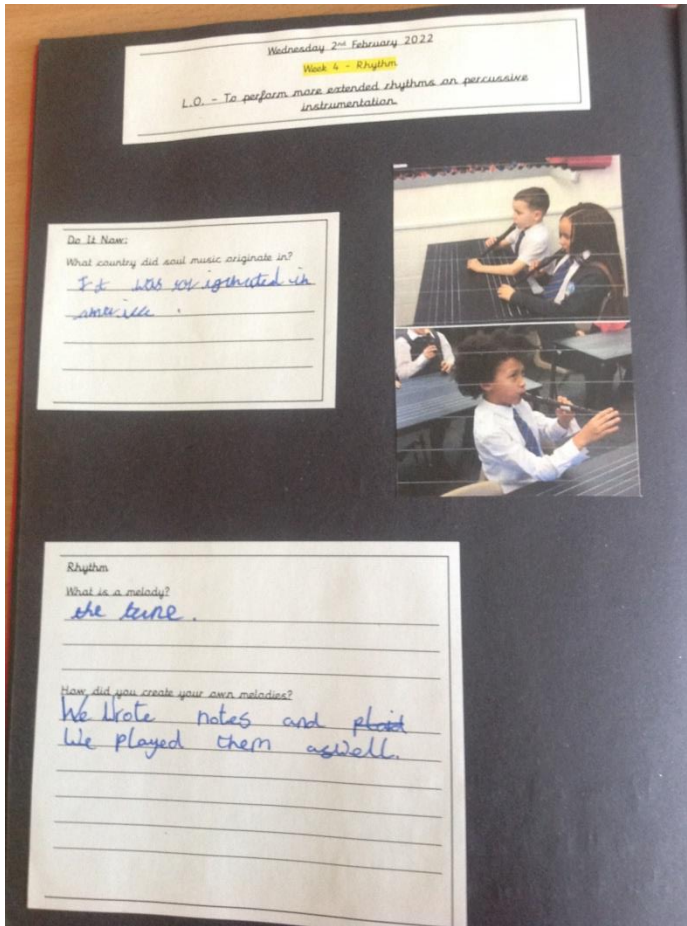
Showcase Performance



Performance Feedback:
Super effort Year 2! Your performance went very well!
Remember - when performing, always face the audience and stay in time using the pulse.

- To use untuned percussive instruments to play simple rhythmic patterns and join the pulse/beat.
- To use tuned percussion (recorders) to recall and play melodies, with a range of a few notes – middle pitch range (B, A, G).

Year 3




- To play a range of middle pitch notes, producing a clear sound on tuned instruments (recorder).
- Both in solo and in ensemble contexts, to perform short-simple melodies by memory and to follow basic notation (with simple/repetitive indications pitch and rhythm).

Year 4


Melody and notation
Lo: To perform from and compose using up to 5 pitched notes starting to recognise they are read from a stave

Do now activity
When reading music, how do musicians know what the dynamics should be?

Melody and notation
Label the musical notes (1/4)



crotchet minims quaver





WK 5 - 05.07.2022




How should you stand when you singing?
When singing you should stand up, chest out and arms back.
Explain why this is necessary

Teacher Assessment

✓	Number of children who met the LO:	Children were able to sing the song well → 28/29 Playing fife → 20/25 could make a sound.
✗	The children who did not meet the LO:	8 chn were shown again by Miss Matthews <small>Have those identified received verbal feedback, addressing their misconceptions to ensure the right memories are made?</small>

Whole Class Feedback
Practice holding fifes correctly
Writing notations correctly to play on fifes



- To play an increased range of pitched notes, producing a clear sound on tuned instruments (cornet).
- To perform in both solo and in ensemble contexts.
- To perform short-simple melodies by memory and to follow basic notation (with simple/repetitive indications pitch and rhythm).

Year 5

Friday 22nd October 2021
Composing & Improvising

L.O. - To create four bar melodies in different tempos and time signatures that can be performed and begin to include some off-beat rhythms.

Do Now

What are the values of these notes?

Crotchets 1 beat

Quavers 1/2 beat

Minims 2 beats

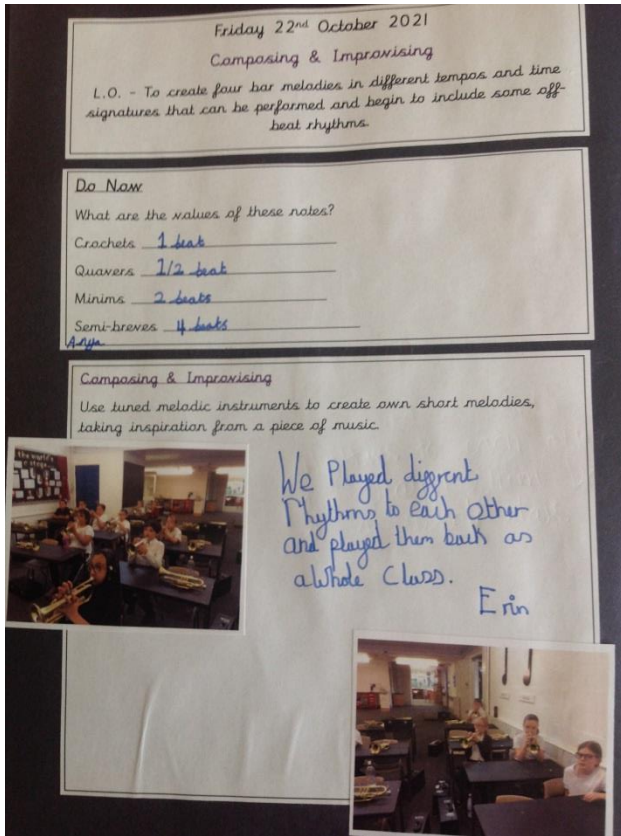
Semi-breves 4 beats

Adrian

Composing & Improvising

Use tuned melodic instruments to create own short melodies, taking inspiration from a piece of music.

We Played different Rhythms to each other and played them back as a whole class.
Erin





1. Pick the notes

2. clap the notes

Whole Class Feedback:
Mrs Leashorne says, remember the melody is the tune of the music

2. play on corset

Exit Ticket: Maisie

How can composing and improvising help with self-expression and creativity in music?

Music can reflect different emotions, so when we compose or improvise we can express ourselves.

Teacher Assessment	
✓ Number of children who met the LO:	26/29
✗ The children who did not meet the LO:	3/29

struggled to tap the beat, support next lesson.

- To maintain their part whilst others play theirs.
- Perform 'by ear'.
- Perform from simple notations.
- Improvise melodic/rhythmic phrases.
- Recognise basic structures.

Year 6

Friday 26th November 2021

Rhythm

L.O. - To perform pieces which use offbeat and syncopated rhythms in a range of time signatures and tempos.

Do It Now:

What are lyrics? How are they different from words?

Lyrics are the words you sing in a song.

Key Knowledge - Rhythm

Define 'rhythm'

The pattern of the note

How can different musical notations create different rhythms?

use different value notes (dotted)

In Jazz music, the rhythm is sometimes 'swung'. What does this mean?

It is "offbeat", you can keep to it.



End of Term - Brass Showcase



- Perform from reading notations.
- Take a lead in a performance.
- Provide rhythmic support.