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Music - Implementation

Our music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.

- Performing
- Listening
- Composing
- The history of music
- The interrelated dimensions of music

Each five lesson unit combines these strands within a topic designed to capture the pupil's imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control.

They will learn to recognise and name interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics –and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the Kapow scheme of work and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Music - Implementation

Sequencing and Planning

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

All modules contain unit outcomes and key skills which provide clear direction for teaching music.

National Curriculum objectives are highlighted and teaching is supported by success criteria.

This success criteria provides children with a framework for self assessment and teachers with a framework for feedback.

Each plan contains an attention grabber, to anchor the children's interest, a main event, differentiation and a plenary.

Learning objective

- ✓ To learn the musical vocabulary: pulse and tempo

National curriculum

- Pupils should be taught to:
- ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music'
- See National curriculum - Music key stages 1 to 2

Success criteria

- ✓ I can explain what pulse and tempo are
- ✓ I can move in time to the pulse and tempo of the

Cross-curricular links

- Physical Education
- ✓ perform dances using simple movement patterns

Learning Objectives	Before the lesson
<ul style="list-style-type: none"> To learn the musical vocabulary: pulse and tempo I can explain what pulse and tempo are I can move in time to the pulse and tempo of the music I can change the tempo of my actions to show different speeds of movement 	<p>Watch</p> <ul style="list-style-type: none"> Teacher video: Dive into danger! <p>Have ready</p> <ul style="list-style-type: none"> A large space, such as a hall, or a classroom with chairs and tables moved to the side Presentation: Pulse and tempo (see Main event)
<p>Attention grabber</p> <p>Display the Presentation: Pulse and tempo.</p> <p>Presentation: Pulse and tempo</p> <p>Show on your interactive whiteboard and play audio files from the speakers of your device.</p> <p>Use slide 2 to play the Jaws theme tune. What is the piece of music about? (a shark).</p> <p>The children play the role of the shark and 'swim' around the room or on the spot, in time to the music. Introduce the children to the music word: pulse. Explain that pulse is the regular heartbeat of the music and point out where they naturally moved with the pulse of the music.</p> <p>Ask the children what they noticed about the speed that they were swimming throughout the piece? Introduce the children to the word: tempo. Tempo is the speed of the music. This piece of music starts very slow, but then the music gets faster as the shark starts chasing its prey. The tempo shows us the speed at which the shark is travelling.</p> <p>Slide 3: play the theme tune from Hawaii Five-0. Explain that this music is about surfing. Ask the children to 'surf' on the spot in time to the music. Point out where they are naturally moving with the pulse of the music. This piece of music is the same speed (tempo) all the way through. Ask the children whether they think this music is slower or faster than the Jaws theme tune (faster) and why? (Because the surfers are going as fast as they can on the waves, whereas the shark is sneaking about under the water snatching his prey).</p> <p>Key questions</p> <ul style="list-style-type: none"> How does the music start? What happens to the speed of the music? What other changes did you hear in the music? (dynamics – volume, texture – layers, timbre – instruments) 	



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Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.



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Year 1: Musical vocabulary (Under the sea)



Instruments

 <p>Celeste</p>	 <p>Glockenspiel</p>
 <p>Bells</p>	 <p>Chime bars</p>
 <p>Triangle</p>	

Vocabulary

Pulse	The heartbeat of the music. Sometimes called the beat.
Dynamics	The volume of the music (loud or quiet).
 <p>Loud</p> <p>Quiet</p>	 <p>Fast</p> <p>Slow</p>
Timbre	The quality of sound e.g. smooth, scratchy, twinkly.
	 <p>High</p> <p>Low</p>
Rhythm	A pattern of long and short notes.
	



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Vocabulary

Vocabulary forms a key part of our wider curriculum. Kapow also provide a progression of musical vocabulary to allow teachers knowledge of what vocabulary has already been introduced and how they build on this already learnt vocabulary. Children are encouraged to use the correct musical vocabulary when discussing their work, others work and musical styles and techniques.

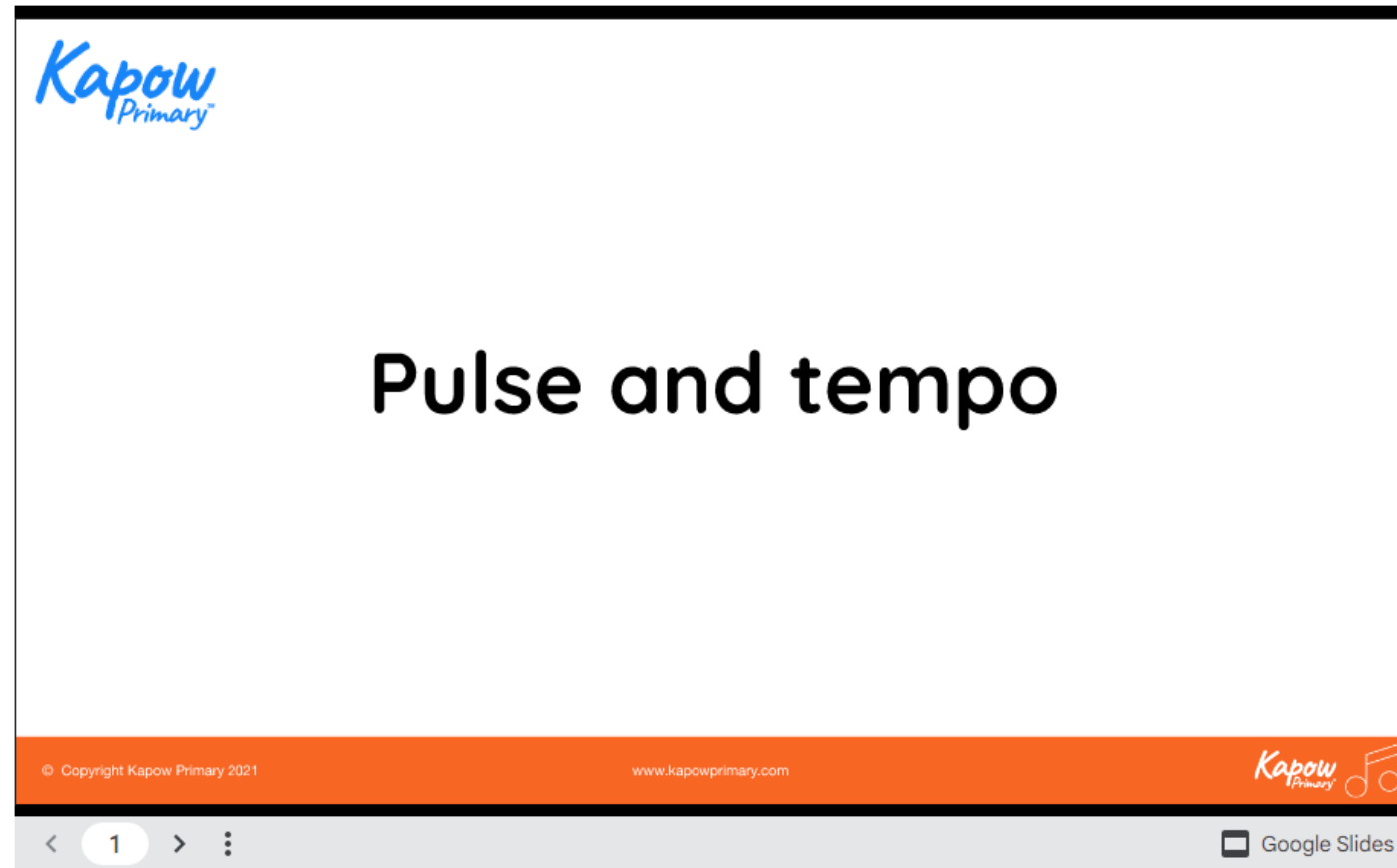
Teacher videos are used to support teaching and learning in music. They are created by subject specialists to help teachers understand musical vocabulary and how to teach this. Teachers and children learn and apply skills together, discussing and comparing outcomes.





Music – Implementation

Whiteboard resources provide musical stimuli, key questions and activities for each lesson.



Kapow Primary

Pulse and tempo

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Assessment

Teacher and self-assessment in music is ongoing throughout each unit. Teachers use this ongoing assessment to develop sessions to enable pupils to deepen their musical knowledge and proficiency. Units are planned to ensure all areas of the musical curriculum are covered enabling pupils to listen to and appraise contrasting or complimentary musical pieces understanding the interrelated elements of music, play and sing to reinforce key techniques or styles, improvise using elements of the skills or knowledge taught leading to short compositions and group or individual performance.

FFT Aspire is used to record progress after each unit.

African call and response song (Theme: Animals)			NEW Hover over a box Information may not appear on ol	
Create short sequences of sound using instruments and voices.	100%	→	2	2
Copy a short rhythm and recognising simple notation.	100%	→	2	2
Learn a traditional song from Africa.	100%	→	2	2
Create rhythms based on 'call and response',	97%	→	1	2



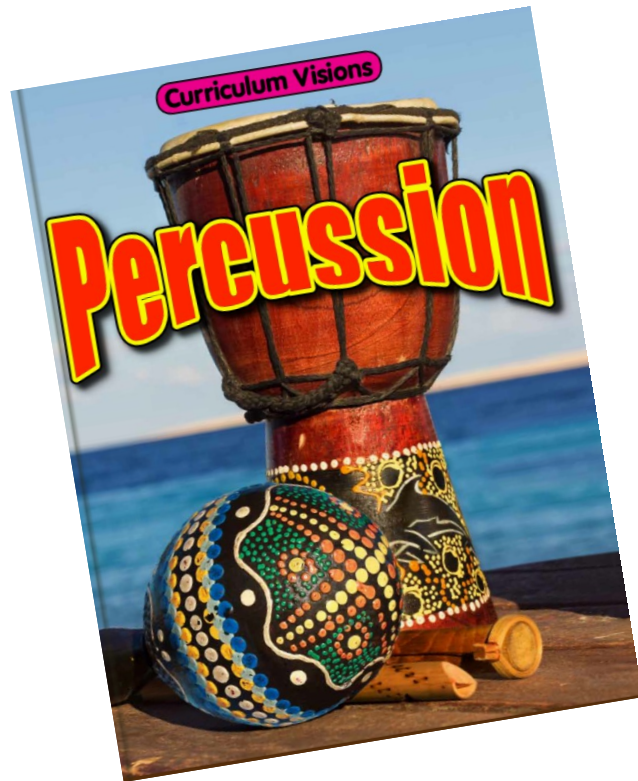
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Resources

Where appropriate, music modules will include high quality texts for pupils to engage with. As a school, we have access to Curriculum Visions to ensure our subject content has supporting materials which can be accessed by pupils in school and at home



Drum sounds

Although drums seem very simple, the sound made by the drum can vary very widely depending on the size of the shell, what it is made from, how thick the shell material is, how tight the drumskin is pulled, how it is struck (by hand or stick) and the angle it is struck at.

When the tension on the drumhead is increased, the drumhead vibrates less, so it is less loud, and it makes a higher note.

Some drumheads are made of two layers of material, which is best suited to the kind of playing where the drumhead is struck violently as in rock music. The white coating on some drumheads produces a slight muffling effect, used as in jazz music. Those drumheads with silver or black circles on them are designed to muffle the overtones even more.



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Cross Curricular Links

Music features across the curriculum in a variety of ways, from songs which are sung in core and foundations subjects to our Continents Song in assembly! Using music is a powerful tool in supporting cognition and building our key values to promote, reflection, discussion and collective identity through group singing and performance.

We also have a weekly singing assembly led by our Head and Deputy Head teacher. In this assembly the interrelated elements of music are reinforced encouraging students to use their voices and physicality to explore tone, dynamics, harmony, tempo etc. to produce vocal performances. All children perform a class assembly each year for their school and family to enjoy. This song illustrates their learning and enables the children to enjoy sharing their singing talents. Christmas and Harvest performances are also set to music and are performed in school and in our local church.

Additionally, music is played through a specially installed indoor speaker system throughout the day. Children arrive on site to uplifting and inspiring music ready to set the tone for the day ahead, transition to classical music reinforcing calm and focused transitions.

At Beckstone Primary school, we have a fantastic choir open to anyone in Key Stage 2. The choir meet weekly to practise new songs which they perform in the Young Voices Concert at the Manchester Arena.

We share our singing across our community- performing in a number of care homes and for the Over 55's club at Christmas. The Autumn Term culminates in community Carol Singing in Harrington Square.



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