

NC Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Intent	Implementation	Impact
Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. It is a creative and enjoyable activity that can also be a challenging subject but it can have a huge impact on a child's learning and it plays an important part in helping children feel part of a community. At Broadway, our intent is to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres, and to begin to form opinions and critique the quality of music.	At Broadway Junior School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children also learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to play a variety of musical instruments with control and sensitivity. We teach children how to work with others to make music and how individuals combine together to make sounds.	With our curriculum, we strive for children to leave Broadway Junior School with confidence of their own ability in performance and discover their own passion for music, so that they are prepared for their next stage of their education. We hope to develop our children's cultural capital through the accumulation of knowledge with music history and develop them as performers and listeners by providing different opportunities for children to become inspired by live and recorded music.

Key Vocabulary

Duration - pulse, rhythm, longer, shorter, sustained Tempo - faster, slower Pitch - steps, jumps/leaps notation, e.g. note names C, D, E tempo, e.g. steady, fast, slow texture, e.g. combined rhythmic patterns processes, e.g. composing using rhythmic patterns

Knowledge	Skills
<u>Understanding</u> Develop an understanding of musical concepts, including structure and phrasing. I know phrases are where we breathe in a song.	<u>Performing</u> Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. - I can sing in tune with expression. - I can control my voice when singing. - I can play clear notes on instruments. Use and understand staff and other musical notations, and play / sing rhythmic patterns in contrasting tempi, keeping to a steady pulse. - I can sing / play rhythmic patterns in contrasting tempo, keeping to the pulse.) <u>Composing</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music. - I can compose simple melodies. - I can combine different sounds to create a specific mood or feeling. Use and understand simple musical structures and organise musical ideas. - I can use simple structures in a piece of music. Create, select and combine sounds using the inter-related dimensions of music. - I can create repeated patterns with different instruments. - I can create accompaniments for tunes.

Learning Objectives/End Points					
How music can be used descriptively, e.g. to represent different animal characteristics? Play the children music that describes animals, e.g. The carnival of the animals, Saint-Saens. Compare the animals described with the sounds used. How does the music help us imagine its size, how it moves, what it looks like, how it behaves? After the class has commented on the more obvious musical features, eg louder, quieter, higher, lower, faster, slower, ask them to concentrate on the use of rhythm and melody. Is the rhythm jumpy, creeping, regular, hopping or gliding? Tap out some rhythms. Ask the children to listen carefully to the melodies. Are they mainly high or low, or a mixture? Do they stay on the same note, move in small steps or make big jumps - high to low, low to high?	How can you use the musical elements to describe animals? Sing some songs about animals with the children. Start with a well-known song such as Three blind mice. Sing it slowly, then quickly. Start slow and then get faster and then try it the other way around.	How can we use narration and sounds to tell a story? Ask children in pairs or small groups to compose music describing two or more animals. The animals should interact with each other, e.g. a cat chasing a mouse, or be linked through a particular theme, e.g. a farm or a zoo. Once they have decided on their animals, the children choose an instrument for each one. One of these instruments can be tuned or untuned. They should be encouraged to make a sound or melodic pattern, thinking about how the pitch and rhythm can describe their chosen animal. E.g., a regular, fast, repetitive tune played high on a glockenspiel could represent a mouse. Perform to the rest of the class and discuss and make improvements.	What is a repeated rhythmic pattern? Listen to a range of pieces of music that have clear, repeated rhythmic patterns. Listen to children's songs with repeated patterns and more modern songs too. Get the children to listen and clap along with the repeated patterns and explain that in some types of music a repeated pattern is called an ostinato.	How can rhythms be described through rhythmic symbols (notations). Chant Jelly on the plate to a steady pulse. How many lines/phrases are there in this chant? Chant and clap the rhythm (the word pattern) of each line. Describe the pattern using rhythmic symbols: example of rhythms ('jelly on the plate' and 'wibble wobble') What do you notice about lines 1, 3 and 4? Ask half the class to tap a quiet pulse on their knees. After four taps, the rest of the class join in with one of the Jelly on the plate rhythms and repeat this as an ostinato. illustration of the score of two parts - half the class steady crotchet beat, the rest tapping 'jelly on the plate' pattern Look at other rhythms and patterns, splitting the class into 'pulse' and 'rhythm'.	How can rhythmic patterns be used to compose music. Make an extended composition using combinations of chanting and playing. Keep a steady beat going throughout the composition. Some of the rhythmic patterns could be used throughout as rhythmic pattern. Some may only be performed once or twice. Make use of silence. Encourage them to think about the start and finish. Practise and perform.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Composer • Songwriter • Film composer • Television composer • Game music composer • Music arranger • Musical director • Music producer • Sound designer • Sound engineer • Recording engineer • Musician • Singer • Percussionist • Orchestra musician Transferable skills such as Creativity, listening, musical decision-making, communication, perseverance, self-expression, self-evaluation, organisation, teamwork	Learning from career and labour market information • Introduce children to careers such as composers, musicians, sound designers, music producers, film composers, theatre technicians and music teachers. Discuss how music is used in different industries and workplaces. Addressing the needs of each pupil • Provide opportunities for pupils to participate through singing, playing instruments, movement, rhythm, composition, listening and discussion. Recognise different strengths, including creativity, confidence, musical ability, technical skills and teamwork. Linking curriculum learning to careers • Link rhythm, pitch, tempo, dynamics, melody, ostinato, narration and composition to real careers including composers, songwriters, musicians, sound designers, music producers, film composers and theatre practitioners. Encounters with employers and employees • Where possible, invite a musician, composer, sound technician, music teacher or performer to demonstrate how they use rhythm, pitch and musical ideas in their work. Experiences of workplaces • Explore workplaces where music is created and performed, such as recording studios, theatres, concert venues, schools, film and television studios, radio stations and digital media studios.