

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

Pulse, rhythm, pitch, tempo, melody, chord, notation, glockenspiel, ukulele, recorder, clarinet, ensemble, perform, compose, rehearse.

Knowledge	Skills
- Understand that music is written using standard notation. - Know the names and finger positions for notes B, A and G on the recorder. - Know the names and basic playing technique of the glockenspiel and ukulele - Recognise and perform the ukulele chords C, Am and F. Develop an awareness of pitch, pulse and rhythm. - Selected pupils develop introductory clarinet skills, learning notes E, D and C.	- Maintain a steady pulse when performing. - Play simple melodies on recorder using B, A and G. - Perform basic chord sequences on the ukulele (C, Am and F). - Demonstrate correct posture and playing technique on tuned instruments. - Perform individually and as part of a class ensemble. - Listen and respond to musical instructions with increasing confidence.

Learning Objectives/End Points

Play simple melodies using B, A and G on the recorder.	Perform chord patterns using C, Am and F on the ukulele.	Demonstrate secure basic instrumental technique.	Perform confidently within a class ensemble.	Selected pupils perform simple clarinet melodies using E, D and C.
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Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Orchestra musician • Concert musician • Session musician • Solo musician • Band member • Composer • Songwriter • Arranger • Conductor • Musical director • Orchestrator • Music producer • Singer • Musical theatre performer • Theatre musician • Music teacher • Instrumental teacher • Peripatetic music teacher • Music workshop leader • Film composer • Television composer • Games music composer • Games audio designer • Theatre sound technician • Radio producer 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 careers such as professional musician, orchestral musician, session musician, music teacher, composer, conductor, music producer, sound engineer and musical director. Discuss how music is used in concerts, theatre, film, television, games, recording and live events. Addressing the needs of each pupil Provide opportunities for pupils to learn through different instruments, including recorder, glockenspiel, ukulele and, where appropriate, clarinet. Support pupils with visual notation, modelling, repetition, adapted parts and opportunities to perform individually or within an ensemble. Linking curriculum learning to careers Link instrumental technique, notation, rhythm, pulse, pitch, chords, melody, rehearsal and ensemble performance directly to careers such as musicians, composers, conductors, arrangers, music teachers and music producers. Encounters with employers and employees Invite a professional musician, music teacher, instrumental tutor, orchestral musician, conductor or music technician to demonstrate an instrument and explain how they use their musical skills professionally. Experiences of workplaces Explore workplaces including concert halls, theatres, recording studios, rehearsal rooms, schools, music shops, orchestras, community music venues, film studios and live-event venues.