

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

Pitch - melody, melodic phrase Duration - rhythm, rhythmic patterns Dynamics - louder, quieter Tempo - faster, slower Timbre - different instruments Structure - introduction, interlude, ending, verse, chorus Processes - rehearsing, arranging Context - time, place, occasion

Knowledge	Skills
<u>Understanding</u> Develop an understanding of musical concepts, including silence and its effect (rests), and character. - I can explain the place of silence and say what effect it has. - I can start to identify the character of a piece of music. Develop understanding of the history and cultural context of music, including its different purposes. - I can describe and identify the different purposes of music.	<u>Performing</u> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. - I can perform a simple part rhythmically. - I can sing songs from memory with accurate pitch. <u>Composing / Improvising</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music. - I can improvise using repeated patterns. <u>Notation</u> Use and understand staff and other musical notations. - I can use standard notation. - I can use notation to record compositions in a small group or on my own. - I can use notation in a performance.

Learning Objectives/End Points					
What is a pentatonic scale? Explain that pentatonic songs are based on a five-note scale and have been sung for hundreds of years in many countries. Sing well-known children's pentatonic songs (Revised from KS1), e.g. Rain, rain go away. Play modern chart type songs and folk songs that use a pentatonic scale, e.g., Hush little baby, Land of the silver birch, Swing low sweet chariot, etc.	How can I play a pentatonic scale? Use glockenspiels to show/play a pentatonic scale of C: C D E G A. Invite a few children to come forward, one at a time, to make up and play simple five- or seven-note melodies using the notes of the prepared pentatonic scale. Tell them that they can start and finish anywhere, they do not have to use all the notes, they can play any note more than once, and that they can either move in steps or jump around. It is likely that the children will keep to a simple rhythm based on notes of equal length. Play each tune two or more times.	How can we accompany a pentatonic scale? Using the pentatonic scale of C D E G A, make up an accompaniment to a pentatonic song sung in the key of C. There are several types of accompaniment you can use: Drone: This can be either a single note or two or more notes played together. A drone sounds best when played slowly on an instrument with a sustained tone, e.g. pitched percussion with metal bars. Accompany the song with a drone using the bass note C and G played together Melodic ostinati: Ask the children to make up a tune to the rhythm of words selected from the song using three notes of the C pentatonic scale. In pairs/small groups use the pentatonic scale (C D E G A), make up a melody and some simple words/sentences that follow the melody. Start with the words 'Dragon, dragon ...', e.g. Dragon, dragon breathing fire/puffing smoke/swishing tail. Invite individual children to make up a pentatonic tune for each sentence. Follow the simple rhythm of the words.	How can we use sounds to create a picture or mood? Look at a selection of pictures that give strong impressions of mood. Relate the subject of the picture (place, still life, person, event), to its structure, colours, style. What does it describe? How does it make you feel? What colours do you like and why? Play the children music that describes an event, scene, person or animal, e.g., Central Park in the dark by Charles Ives, Albatross by Fleetwood Mac, and Morning from Peer Gynt by Grieg. Before telling the children the title or theme of the music, ask them to listen to it and talk about it. What does it make you think about? Does it make pictures in your head? How does it make you feel?	How can we use sounds to create a picture or mood? Reversing what they did in the previous session, show the children a picture or painting, or a poem that they can represent through sounds. Tell the children they are going to try to paint the picture/poem in sound. Which instruments would effectively match the mood and subject of the picture? E.g.; The fighting Temeraire by Turner, pictures by Jackson Pollock, Bridget Riley and Mondrian. Or 'Over The Top' poem in folder which tells the story of calm, fierce fight during war and then tranquillity.	How can use sounds to create a picture or mood? Rehearse and improve the sound picture from the previous session. If using a poem, the teacher could narrate the poem aloud while the children accompany it with sounds.

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
- Orchestrator
- Musical director
- Professional musician
- Singer
- Instrumentalist
- Percussionist
- Music producer
- Sound designer
- Sound engineer
- Recording engineer
- Audio technician
- Music editor
- Games audio designer
- Music teacher
- Instrumental teacher
- Peripatetic music teacher

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 including composers, performers, arrangers, music producers, songwriters, film composers, sound designers, music teachers and musicians working with different cultures and musical traditions.

Addressing the needs of each pupil

Provide opportunities for children to sing, improvise, compose, perform, use instruments and create soundscapes. Pupils can contribute through melody, rhythm, accompaniment, narration, notation or performance, recognising different musical strengths.

Linking curriculum learning to careers

Link pentatonic scales, melodic phrases, improvisation, ostinati, drones, accompaniment, dynamics, tempo, timbre and structure to careers such as composers, arrangers, musicians, conductors, producers and sound designers.

Encounters with employers and employees

Invite a musician, composer, songwriter, music teacher or sound designer to demonstrate how musical ideas are developed, adapted and performed for different audiences and purposes.

Experiences of workplaces

Explore workplaces including recording studios, concert halls, theatres, music classrooms, rehearsal spaces, film studios, television studios, radio stations and digital media studios.