

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 melodic ostinato scale, chord, interval, unison, harmony. Processes, arrangement, accompaniment. Sounds, pitch, loop, reverse, layer, soundscape. Duration.

Knowledge	Skills
<u>Understanding</u> Develop an understanding of musical concepts, including expression, texture and structure. I understand how tempo and organisation of sounds can change the overall effect of a piece.	<u>Performing</u> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. - I can breathe in the correct place when singing. - I can sing with expression, showing understanding of the meaning. - I can maintain my part whilst others are performing theirs. <u>Composing / Improvising</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music. - I can improvise within a group using melodic and rhythmic phrases. - I can compose music which meets specific criteria. - I can change sounds or organise them differently to change the effect. Create, select and combine sounds using the inter-related dimensions of music. - I can choose the most appropriate tempo for a piece of music. <u>Notation</u> Use and understand staff and other musical notations. - I can use notation to record groups of pitches, including chords.

Learning Objectives/End Points					
What is a 'round' in singing? Teach the children to sing a simple round using the links on the accompanying slides. . Discuss the structure of the round (usually made of up of four parts/phrases. Sing the rounds in unison, all singing at the same pitch, marking the phrases. Sing again in two parts, the second part coming in half way through. Listen to the effect of the two sets of voices singing together.	Can we sing a round in three parts? Teach the children to sing a well-known round (Link in the slides). Discuss the structure of the round then sing the round in unison, all singing at the same pitch, marking the phrases. Sing the round again in two parts, then three or four parts coming in at different times. Listen to the effect of the voices singing together	To accompany a round with a drone or ostinato. Divide the class into groups and allocate them a line. Ask the groups to keep singing their phrase quietly over and over again (melodic ostinato). Use chimes or glockenspiels to play a three note chord (the chord must be the chord the round is based on). Allocate a note to three children and ask them to play together on a slow steady pulse while the other children sing the round. Ask a child to play a repeated pattern using all three notes (an ostinato).	How can we create mood using sounds and textures? Discuss how it must feel to go on a space journey. Explore different moods, Rg; fear, elation, weightlessness, speed, (G-force), long periods of inactivity. Listen to the 'Jupiter' and 'Mars' from the 'Planet Suite' by Gustav Holst. Try to imagine being in space and what it might be like? Task: Ask the children to draw a picture to illustrate one of the planets by Holst. Add words associated with space to their picture. To finish. Put the children into small groups and ask them to create a movement piece. Get one of the group to be an astronaut floating (gravity/science) in space and the others to be shooting stars, meteors, spinning planets, etc.	How can we use ICT to create a soundscape? Discuss how the voice can be used in different ways like an instrument. How can we use our voices to represent emotions such as fear or happiness? What might spinning planets sound like? Or G-Force? Use 'Chrome Sound Lab' on the laptops to show how voice sounds can be manipulated. Use Kandinsky to create a space soundscape. Use 'PRINT SCREEN' to print off soundscapes.	How can we create different textures using musical instruments? Give the children a copy of the poem from the slides and working in groups or as a class use a range of instruments (untuned to begin with) and ask them to try and explore how they could create sounds to represent space sounds? Eg, gravity, moving plants and stars, rockets, floating etc. Then, provide tuned instruments (glocks and xylophones, etc) and challenge them to add them to their soundscape (they should know about pentatonic scales, drones, ostinatos, etc). Record their ideas in their books and on video.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Professional singer
- Session singer
- Choir singer
- Musical theatre performer
- Vocal coach
- Choir leader
- Backing vocalist
- Recording artist
- Songwriter
- Film composer
- Television composer
- Game music composer
- Music arranger
- Orchestrator
- Musical director
- Professional musician
- 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 such as professional singer, choir leader, composer, arranger, conductor, vocal coach, music producer, sound designer, recording engineer, film composer and theatre sound technician. Explore how music and sound are used in film, television, theatre, games and live events.

Addressing the needs of each pupil

Provide opportunities for pupils to contribute through singing, percussion, tuned instruments, movement, technology, composition, narration and soundscape creation. Use differentiated vocal and instrumental parts so pupils can participate at an appropriate level.

Linking curriculum learning to careers

Link rounds, harmony, melodic ostinato, chords, texture, layering, arrangement, accompaniment, soundscapes and technology to careers including singers, conductors, composers, arrangers, producers and sound designers.

Encounters with employers and employees

Invite a professional singer, choir leader, conductor, composer, music producer, sound engineer or theatre technician to demonstrate how voices and sounds are combined professionally.

Experiences of workplaces

Explore workplaces including recording studios, concert halls, theatres, schools, rehearsal rooms, film and television studios, radio stations, music venues and digital media studios.