

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, using voices and instruments with increasing accuracy, control and expression. - I can sing in tune with expression. - I can control my voice when singing. - I can play clear notes on instruments. Play and perform rhythmic patterns in contrasting tempi, maintaining a steady pulse. - I can sing or play rhythmic patterns in different tempi while 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 and songs. - I can combine different sounds to create a specific mood or feeling. Use and organise musical ideas within simple structures. - 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 using different instruments. - I can create accompaniments for tunes.

Learning Objectives/End Points					
What is an accompaniment? Listen to the song 'The Broadway Sea Shanty' and discuss its structure and arrangement. Help the whole class learn the song and sing it confidently. It may be better to use a song that the children have already sung and enjoyed. It is important that the children respond to the song enthusiastically so that they want to practise their own parts and repeatedly rehearse the song together. Ask the children to identify melodic phrases and structure in the song and practise singing them on their own. Try to 'find' the phrase by playing it on a tuned instrument. Ask the children to repeat the phrase to see if it could be played as an introduction, as an interlude between verses or as an ending. Explore different phrases to find those that are most effective.	How can we make our own arrangement? Ask the children to play the pulse on different instruments. Does this add to the performance or detract? Are there any parts of the song where it would add to the performance? Ask the children to try playing the first beat of each phrase on different instruments, e.g. using bell at the start of each line. Ask the children to take word rhythms from the song and play these on untuned instruments. See if they can be repeated to form a repeated pattern (ostinato).	How can we make our own arrangement? Rehearse and improve. Use 'Purple Mash – To beat' to create a drum part for the song. Ask the children to take different patterns and try fitting these to different parts of the song. Ask them to try using different instruments. E.g., glockenspiels, keyboards, xylophones, etc. Ask children to try playing several patterns at the same time. Explore different combinations of instruments.	How can we make our own arrangement? Rehearse and improve. Following on from the previous session, ask the children to think about the different verses. Should they be performed in the same way or differently? Discuss the mood of the verses. Make the accompaniment reflect the mood. Refer back to the intended effect. Ask the children to try singing slower/faster, louder/quieter, stressing certain words, humming, speaking the verse to the sung rhythm. Discuss different ways the song could end, e.g. slowing down during the final phrase.	How could our song be performed? Rehearse and improve. Following the last session, explore different ways of presenting the performance of the song. Should all the singers stand together, or should some stand apart? Where the instruments should be placed? Can all performers be seen?	How can we present our class performance? Let the class decide how to arrange the song into a class performance, drawing on ideas explored during earlier lessons, e.g. select appropriate tempo, dynamics, and instruments. Rehearse, improve, rehearse, record and improve. Perform to another audience, e.g. another class, the school, and parents. Discuss how it went. What was good? What could have been better?

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Composer • Songwriter • Musical arranger • Music writer • Film composer • Television composer • Game music composer • Lyricist • Orchestrator • Composer for theatre • Commercial music composer • Singer • Vocalist • Session singer • Musician • Instrumental performer 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 pupils to composers, musicians, singers, music producers, sound engineers, music teachers, conductors, arrangers and performers. Explore how music is used in films, television, theatre, games, advertising, live events and digital media. Addressing the needs of each pupil • Provide opportunities for pupils to contribute through singing, playing instruments, composing, performing, technology, movement, arranging and evaluating. Pupils can identify different strengths such as creativity, confidence, listening, teamwork, technical ability and attention to detail. Linking curriculum learning to careers • Link melody and composition to composers and songwriters; accompaniment and arrangement to arrangers and music producers; performing to musicians and singers; tempo, dynamics and timbre to conductors and performers; rehearsal to professional musicians; and digital composition to music technology and production careers. Encounters with employers and employees • Invite a musician, singer, composer, songwriter, music producer, sound engineer, conductor or music teacher to demonstrate their work and explain how they create, rehearse and perform music. Experiences of workplaces • Explore music-related workplaces including recording studios, theatres, concert halls, schools, rehearsal spaces, radio stations, television studios, film sets and live music venues. Encounters with further and higher education • Introduce pathways including school music lessons, GCSE Music, college courses, music technology, performing arts, university music courses, specialist music training, instrumental tuition and apprenticeships.