

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 - note names C, D, E Duration - rhythm, rhythmic pattern Tempo - steady, fast, slow Texture - combined rhythmic patterns Processes - composing using rhythmic patterns

Knowledge	Skills
<u>Understanding</u> Develop an understanding of musical concepts, structure, and historical context. - I can analyse features within different pieces of music. - I can compare and contrast the impact that different composers from different times would have had on the people of their era.	<u>Performing</u> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. - I can sing a harmony part confidently and accurately. - I can perform parts from memory. - I can take on a solo part. - I can provide rhythmic support. - I can perform using notations. <u>Notation / Musical Literacy</u> Use and understand staff and other musical notations. - I can use different forms of notation. - I can combine groups of beats. <u>Composing / Refining</u> Improvise, compose, and refine music for a range of purposes using the inter-related dimensions of music. - I can refine and improve my musical work.

Learning Objectives/End Points					
Why are lyrics important? What are lyrics? Are they important in a song? Why? Play the children a well-known song and ask them to pay attention to the lyrics. Do any words or phrases catch your attention? Do they tell a story or convey a particular mood? Listen to a contrasting song (something from the musicals maybe) and do the same activity. Now, discuss and compare the two different song genres.	What are cultural lyrics? Listen to different songs that carry a cultural message in their lyrics that maybe reflect a particular time or event. Discuss the structure of the songs; verse, chorus, middle 8, intro, etc. Think about the two songs you've heard. Which do you prefer? Are there any lyrics or catch phrases that you remember? What were the lyrics about? Is there a place for these kind of protest type songs?	How are songs structured? Discuss the different elements of a song. Play the class the song 'Please Don't Shoot' and ask the children to listen carefully for what might be the verse, chorus, etc. Play the song again with the colour-coded lyrics showing the structure. Then listen to 'Ticket To Ride' by the Beatles. Can they listen and identify the different elements of the song?	How to play a musical accompaniment? Revisit a song the children know well and ask them to sing the song. Remind them to make their lyrics clear by paying attention to diction (the letters T and K for example). Use glockenspiels and teach the children to play unpitched and pitched accompaniments for the song. In split group, have some children sing the song while other children play the instruments.	Why it is important to practise and rehearse? Practise and rehearse the song the class have been working on. Let the class try different parts. Do they know their own parts confidently? Do they know when to come in and when to stop? Can they follow a director effectively?	Practise, rehearse and perform.

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 • Recording artist • Songwriter • Film composer • Television composer • Game music composer • Music arranger • 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. Encounters with further and higher education Discuss pathways through GCSE Music, music technology, performing arts, college, university, specialist music training, instrumental or vocal tuition, apprenticeships and practical experience.

Broadway Junior School

Subject: Music

Topic: Song Writing and Performing together.

Year: 6

Term: Autumn

