

Subject overview: Music

Staff to decide which terms the skills will be covered with.

Each year group will have ½ termly practical music making sessions with Peripatetic Teacher, alongside using Charanga Programme

<p>St Peters C of E Junior School believes that creative expression is the heart of mental health and wellbeing. With reference to our school vision, St Peter built what recognise as the Church of England today on a solid foundation (The rock of our community). It is on these foundations that our four pillars stand (Positivity, Perseverance, Passion and Presence). St Peter was an excellent communicator, so throughout our curriculum for music we provide and inspire personal expression, cultural understanding, creative and musical responses and promote self-confidence through opportunities for performance.</p>	<p>Recurring themes, ideas and language (the ultimate role of the content) *Inter-related dimensions of music (dynamics) - revisited every year</p> <ul style="list-style-type: none"> ● PULSE: the steady beat of a piece of a piece of music ● PITCH: the melody and the way the notes change from low to high and vice versa. ● RHYTHM: or duration is the pattern of long and short sounds in a piece of music ● DYNAMICS: Loud and soft ● TEMPO: Fast and slow ● TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) ● TEXTURE: Layers of sound (number of instruments or voices playing together) ● STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p>Subject rationale: what is this section doing within pupils’ wider subject curriculum journey? What is it building on? For what later content does this section prepare? (the proximal role of the content)</p>	
<p>Year 3</p>	<p>Instrument focus: Untuned percussion/tuned boomwhackers</p>	<p>To start to play a percussion instrument in the correct way, and show care & respect</p>	<p>The strands of musical learning, present are part of the learning spiral. Over time, children develop new musical skills and concepts,</p>

	<p>To sing in unison, and in simple rounds/parts, becoming aware of pitch.</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p> <p>To think about others while performing.</p> <p>To listen with attention and begin to recall sounds.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>for it.</p> <p>To be able to use their voices expressively & creatively through a performance</p> <p>Extend general knowledge of other instrument types (strings, woodwind, brass etc.</p> <p>To gain a good understanding of each individual element (rhythm, beat, pitch etc.)</p> <p>To follow simple rhythmic notation/scores</p> <p>To compose simple patterns</p> <p>To start to understand how these elements fit together in pieces/songs.</p>	<p>and also revisit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.</p>
Year 4	<p>Instrument focus:</p> <p>Tuned percussion</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To play tuned/untuned instruments musically.</p> <p>To follow a leader/conductor.</p> <p>To be able to move between differentiated parts.</p> <p>To become more confident in all areas-performing, improvising etc..</p> <p>Have a greater understanding of all the elements-pitch, rhythm, beat etc.</p>	<p>Building on from the language learnt in year 3</p> <p>Starting to learn a tuned instrument (diatonic chime bar sets), which will involve learning basic notation, and a greater understanding of how different strands of music can be put together.</p> <p>Gain a higher level of understanding of the requirements/disciplines of</p>

	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>To show respect/care for instruments, and have a greater level of understanding as to how the sounds are produced.</p> <p>Become confident with following and writing basic notation.</p>	<p>working in a group, and taking some ownership for the outcomes.</p> <p>Prepare for informal/formal performances in and out of school.</p>
Year 5	<p>Instrument focus: Ocarina</p> <p>To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>To maintain my own part and be aware of how the different parts fit together.</p> <p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To listen to a range of high quality, live and</p>	<p>To experience learning a different instrument, undertaking new challenges whilst building on previous knowledge.</p> <p>To increase their understanding/knowledge of notation and all other music elements.</p> <p>Start to demonstrate musical quality, e.g phrasing, note lengths etc.</p> <p>Become more independent in both performing & leading.</p>	<p>To learn a different tuned instrument, (Ocarina), which will offer both a melodic & harmonic experience, requiring a greater skill set.</p> <p>Further their performance experiences to build on confidence & teamwork.</p>

	recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.		
Year 6	<p>Instrument focus: Ukulele</p> <p>To perform with accuracy, fluency, control and expression.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>	<p>Confidence building.</p> <p>Collaborative work.</p> <p>Communicate ideas, thoughts and feelings through the performance. Understand about practice related to performance outcomes.</p>	<p>The culmination of singing and instrumental skills teaching across the four years will end in a Y6 musical theatre performance. Through a collaborative project the children can evaluate their own and each other's work and make suggestions for improvements- preparing them for transition.</p>