



Music Handbook

“There is music in every child. The teacher’s job is to find it and nurture it.” Frances Clark

Approved by: Headteacher & SLT

Last reviewed: July 2022

Next review: July 2023

Intent

For music to be used to bring to life everything we do. Ensure Gaskell grows passionate, confident, enthusiastic, reflective musicians in a music loving, experience rich and 'singing' school.

Implementation

Why has the specific content knowledge been selected?

The National Curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes>

Why is it taught in the order that it is?

Bolton Music Service have laid out a skills progression document for each year group that covers each of the elements outlined by the National Curriculum. This is then interwoven within the topic focus for each class with a greater focus on Singing in Autumn Term, Instruments Spring Term and Composition Summer Term, with musical listening and appreciation being a focus throughout the year.

How are Music lessons taught at Gaskell Primary School?

Music is taught by music specialists bought in from Bolton Music Service. These teachers work on a progressive repeating cycle so each class builds upon previous knowledge. Each lesson is a progression from the previous lesson with flexibility to repeat skills not acquired or offer more challenge if the skills are acquired quickly. Vocabulary is taught throughout to build up a core of Musical Language. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This is taught in a weekly lesson and then the skills are reinforced through Assembly time, Big sings and extra opportunities to take part in musical opportunities within school such as instrumental lessons and extracurricular activities.

Impact

We ensure that children at our school are equipped with musical literacy that will enable them to be ready to create, play, explore and enjoy wider music opportunities as they grow older. The approach of using music as a soundtrack for life will allow them to adapt to confidently play, explore and enjoy different musical opportunities that they are given. We aim to develop them musically to give them a creative outlet, healthier lifestyle and promote healthy mind practices both in and out of school.

Curriculum Structure



Gaskell Primary School – Music Discovery

GPS Drivers

- World Citizens
- Avid Adventurers
- Confident Communicators
- Creative Minds
- Healthy Pioneers

SPRING Instruments (Year 2)

Learn with greater concentration to a range of recorded and live music and express own opinion about the music. Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. Name an increasing number of hand held percussion instruments and recognise their sounds.

SUMMER –Composition (Year 2)

Improve simple question and answer phrases (using voice and instruments). Create musical composition. Create music as a response to a stimulus. Choose and use appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. Create rhythms using words and phrases as a starting point. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composition. Use music technology (where available) to capture, change and combine sounds.

AUTUMN 1 –Singing (Year 1)

Sing simple songs, chants & rhymes. Finding the pulse. Copy rhythms. Listen to a variety of music & express opinion. Using high & low voices. Responding to high & low sounds. Sing to -ms songs and singing games, -momyg, legato.

SPRING –Instruments (Year 1)

Name common hand held instruments. Play short, repeating rhythms based on word patterns. Use visual clues for steady/quick/slow. Listen to sounds in the local environment. Follow graphic notation & symbols. Play pitched patterns on instruments. Copy short rhythm patterns led by the teacher using body percussion and instruments. Play short repeating rhythm patterns (ostinato) based on word patterns/chant while keeping in time with a steady chant.

SUMMER –Composition (Year 1)

- Improve simple vocal chants, using question and answer phrases.
- Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a narrative, or to enhance story telling.
- Explore and understand the difference between creating a rhythmic pattern and a pitch pattern.
- Begin to create rhythms using words and phrases as a starting point.
- Recognise how graphic notation can represent created sounds and explore and invent own sounds.
- Use music technology (where available) to capture, change and combine sounds.

Autumn 1 –Singing (Year 2)

Sing a variety of songs with a wider pitch range (up) showing a sense of melodic shape. Sing in -sore songs and singing games, with accurate pitch matching. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. Explore using the voice expressively and creatively. Introduce a steady pulse (e.g. use the 'thinking voice') to 'sing' short sets of notes in own hand. Sing short phrases independent within a singing game or short song.

AUTUMN 1 –Singing (Year 3)

Sing a widening range of unison songs of varying styles and structures, handily and with expression. Use body percussion confidently and in time to a range of action songs. Experience singing canons, simple rounds and duet/partner songs. Show control of dynamics and tempo when singing and playing, following physical and written symbols. Dynamics – p (loud/soft), tempo – allegro, adagio (fast/slow). Apply word charts to rhythms, understanding how to link each syllable to one musical note.

SUMMER 1 –Composition (Year 3)

- Improve (using voice and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate).
- Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and not using standard and graphic notation. Structure musical ideas to create music that has a beginning, middle and end.
- Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using graphics (walk), paired quavers (singing), minims (strike) and crotchet notes.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Explore and develop using Music Technology (where available) to capture, change and combine sounds.

SPRING 1 –Instruments (Year 3)

Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. Show control of dynamics and tempo when singing and playing, following physical and written symbols. Dynamics – p (loud/soft), tempo – allegro, adagio (fast/slow) and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed). Understand the difference between pulse and rhythm. Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.

AUTUMN 1 –Singing (Year 4)

Continue to sing a broad range of unison songs, within an appropriate vocal range with clear diction, mostly accurate timing and control of breathing. Sing canons, rounds and other partner songs, with increased control. Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols. (p f < > crescendos, decrescendos, accelerandos, ritardandos, staccato, legato)

SUMMER 1 –Composition (Year 4)

Become more skilled in improvising on a given note range (using voice and instruments). Use improvisations within more structured composition work. Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and not using standard and graphic notation. Structure musical ideas to create music that has a beginning, middle and end. Combine rhythmic patterns using crotchets, paired quavers, minims and crotchet notes to create sequences of 2-, 3- or 4-beat phrases. Combine known rhythmic notation with letter names to create short, portable phrases using a limited range of 5 pitches. Explain and develop using Music Technology (where available) to capture, change and combine sounds. Make improvements to own work, giving reasons for changes made.

SPRING 1 –Instruments (Year 4)

Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. When listening to music, recognise the difference between music and noise. Become more skilled in improvising on a given note range (using voice and instruments).

AUTUMN Singing (Year 4)

Continue to sing a broad range of unison songs, within an appropriate vocal range with clear diction, mostly accurate timing and control of breathing. Sing canons, rounds and other partner songs, with increased control. Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols. (p f < > crescendos, decrescendos, accelerandos, ritardandos, staccato, legato)

SUMMER 1 –Composition (Year 4)

Become more skilled in improvising on a given note range (using voice and instruments). Use improvisations within more structured composition work. Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and not using standard and graphic notation. Structure musical ideas to create music that has a beginning, middle and end. Combine rhythmic patterns using crotchets, paired quavers, minims and crotchet notes to create sequences of 2-, 3- or 4-beat phrases. Combine known rhythmic notation with letter names to create short, portable phrases using a limited range of 5 pitches. Explain and develop using Music Technology (where available) to capture, change and combine sounds. Make improvements to own work, giving reasons for changes made.

AUTUMN 1 –Singing (Year 5)

Sing within an appropriate vocal range with clear diction, accurate timing, control of breathing and phrasing and communicating an awareness of style. Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (p p mp mf f < > accelerandos, ritardandos, staccato, legato)

SPRING 1 –Instruments (Year 5)

Pulse and Rhythm: Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch:** Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. Understand how notes are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation:** Begin to understand the difference between semibreves, minims, crotchets and crotchets with quavers and semiquavers. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases (e.g. from a Redford) that contain semibreves, minims, crotchets and crotchet notes, quavers and semiquavers. Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C-G4-Bb5). **Performing:** Conform to the etiquette of performance situations as a musician and as an audience member. Perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

SUMMER 1 –Composition (Year 5)

- Improve fluently over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.
- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Explore the difference between major and minor by using 5 notes set starting on C (major) or D (minor), compose simple question and answer phrases (AB) using the notes set. Combine short compositions to create a class piece, exploring different structures (e.g. lullaby (ABA), rondo (A(BA)C(A)B), etc.). Capture and record creative ideas in different ways (e.g. graphic symbols, rhythmic notation, staff notation and music technology). Make improvements to their own work, giving reasons using appropriate musical vocabulary.

AUTUMN Singing (Year 5)

Sing within an appropriate vocal range with clear diction, accurate timing, control of breathing and phrasing and communicating an awareness of style. Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (p p mp mf f < > accelerandos, ritardandos, staccato, legato)

SPRING 1 –Instruments (Year 5)

Pulse and Rhythm: Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch:** Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. Understand how notes are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation:** Begin to understand the difference between semibreves, minims, crotchets and crotchets with quavers and semiquavers. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases (e.g. from a Redford) that contain semibreves, minims, crotchets and crotchet notes, quavers and semiquavers. Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C-G4-Bb5). **Performing:** Conform to the etiquette of performance situations as a musician and as an audience member. Perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

SUMMER 1 –Composition (Year 5)

- Improve fluently over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.
- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Explore the difference between major and minor by using 5 notes set starting on C (major) or D (minor), compose simple question and answer phrases (AB) using the notes set. Combine short compositions to create a class piece, exploring different structures (e.g. lullaby (ABA), rondo (A(BA)C(A)B), etc.). Capture and record creative ideas in different ways (e.g. graphic symbols, rhythmic notation, staff notation and music technology). Make improvements to their own work, giving reasons using appropriate musical vocabulary.

AUTUMN 1 –Singing (Year 6)

Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate timing, control of breathing and phrasing and communicating an awareness of style. Sing three-part/part rounds and partner songs, showing an awareness of how the parts fit together. Confidently use dynamics, tempo and articulation when performing, following physical signals and written symbols (p p mp mf f < > accelerandos, ritardandos, staccato, legato).

- Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Compare different pieces of music using appropriate musical vocabulary.

SPRING 1 –Instruments (Year 6)

Recognise and name increasing number of individual instruments within instrumental families. **Pulse and Rhythm:** Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch:** Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. Accompany melodies using block chords or a bass line using tuned percussion or melodic instruments, or using music software. Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation:** Further understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent notes when appropriate. Read and play confidently from rhythmic staves and melodic staves that contain longer rhythmic notes. Further develop the skills to read and perform pitch notation within an octave (G4-G5). Read and play from notation a familiar phrase. **Performing:** Play and perform in solo and ensemble contexts, playing/performing with increasing accuracy, fluency, control and expression. Conform to the etiquette of performance situations as a musician and as an audience member.

SUMMER 1 –Composition (Year 6)

Continue to improve fluently over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melody beyond 8 bars. Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Further explore the difference between major and minor by using 5 notes set starting on C (major) and D (minor) and compose a binary piece (ABA) when other instruments are available (e.g. keyboards, explore major and minor differences). Plan and compose an 8- or 16-bar melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play the melody in available tuned percussion and/or melodic instruments. Capture and record creative ideas in different ways (e.g. graphic symbols, rhythmic notation, staff notation and music technology). Make improvements to their own work, giving reasons using appropriate musical vocabulary.

Please see the skills progression document for Music.

Within this curriculum, children are able to use their prior knowledge to develop further understanding of essential skills that can be used to explore music, singing, instruments and music appreciation.

Within Music, we investigate, listen to and describe different genre of music and use this to create our own music. We investigate, listen to and describe different genre of music and use this to create our own music. This curriculum gives plenty of opportunities to apply the skills and the knowledge learnt through music sessions to bring to life cross curricular topics. By immersing the children in a multisensory introduction to new topics it aids retrieval of key information and application of subject specific vocabulary and that of wider cross curricular elements.

