

Music at Falconhurst School



Intent for our Musicians

At Falconhurst School, we intend for our children to develop their understanding, make musical judgements and apply their new learning. Children are expected to develop their aural memory, express themselves physically, emotionally and through discussion create their own musical ideas. The Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill as part of a mastery approach does not necessarily mean their progress is slowing down or their development is moving backwards! It is just shifting within the spiral.

Characteristics of a Musician

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| <ul style="list-style-type: none"> • A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. • Very good awareness and appreciation of different musical traditions and genres. | <ul style="list-style-type: none"> • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. A passion for and commitment to a diverse range of musical activities. |
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Implementation of History

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. To Perform
2. To Compose
3. To Transcribe
4. To Describe Music

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential National Curriculum Opportunities Key Stage 1		Essential National Curriculum Opportunities Key Stage 2	
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 		

To Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble clef and use it in transcribing compositions. • Have an awareness of the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
To Describe Music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Have an awareness of lyrics often reflect the cultural context of music and have meaning 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. • Begin to understand how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

Evaluating the Impact of our History curriculum on pupils' outcomes

Both teachers and pupils are involved in assessment of learning. During the course of a lesson, learning is continuously checked via questioning, observation and discussions with pupils. Throughout the unit, children are given opportunities where they can demonstrate the level of understanding and competency they have reached.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as a Musician are Music Therapist, Session Musician, Peripatetic Instrumental Teacher, Composer, Conductor, Video Game Music Engineer...