

Music at Menston Primary School

Music is an academic subject, which involves many skills learnt over a period of time at each individual's pace. **Listening** and **appraising, collaborative music making** and **enjoyment** of music provide pupils with a creative outlet in school. All children are encouraged to listen carefully, concentrate fully and perform the elements of music effectively.

Children are offered the opportunity to study a musical instrument with peripatetic teachers from Bradford Music Service.



We have a school band, whose members also practise weekly and we provide opportunities throughout the year for musicians to perform in assemblies and concerts.

Key Stage One

Each half term's work is based on a **project** which either follows the umbrella **topic** the key stage is following or is a purely musical subject area.

Lessons begin with a game **song** that reinforces the children's understanding of **beat**. These songs use a limited pitch range so that each child is given the opportunity to match their vocal **pitch** to that given. This enables children to become aware of their own and each other's natural pitch range and they are then able to work on adjusting if necessary. In addition to encouraging children to 'sing in tune', one unit each year specifically targets pitch to help their understanding of the vocabulary used.

Work on **beat** includes movement, clapping and instrumental activities. The children play games with **rhythm** patterns and are taught that rhythm is not the same as beat. Many rhythm patterns are generated from the syllables in words which helps their listening skills.



African Drumming Workshop

Timbre is covered through grouping school percussion instruments - according to sounds they make and how they are played. Children experience the individuality of these sounds and also a range of combinations. Some work is also completed on the sounds of some orchestral instruments.

Composition activities range from:

- Choosing percussion sounds to illustrate the events in a story.
- Arranging pictures of percussion instruments to make a sequence.
- Choosing silence or sound in a rhythm grid.

The children are invited to **appraise** the success of certain musical decisions or performances of the compositions.

The reading of formal **notation** begins with an awareness of beat, then representing that beat with a dot in a box on a grid before adding crotchets and rests.

Key Stage Two

Children follow a progressive programme which is designed to meet the requirements of the new music curriculum.

Each term, the different year groups work on one or more topic areas which are usually independent of their school topic work but linked to a specific curriculum area.

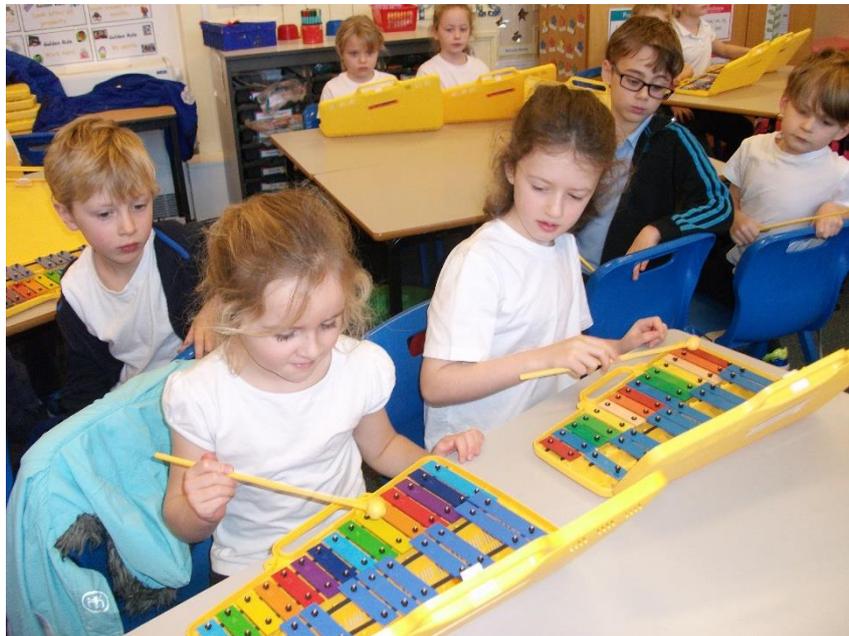
Listening to and **appraising** music from different genres is an important part of each lesson, as it exposes children to music they often haven't experienced. The various

genres may be historical or geographical in nature and the children are encouraged to voice individual opinions and feelings.

The basic **rudiments** of music, including **pulse**, **rhythm** and **pitch** are explored via the theory of music and practical work. Glockenspiels are the pitched percussion instruments used most in lessons, with non-tuned percussion being used as the topic work dictates. Other instruments such as keyboard, guitars, ukuleles and piano accordion are occasionally employed to offer a wider variety of sound for composition. Pupils' own **compositions** are usually based on a particular music theme, such as ostinato rhythms, and children work in small groups to create their own compositions, where all members are participants.

Singing is a key aspect of MPS music, and is encouraged as a means of self-expression, whether as a group, in parts or solo, and is sometimes accompanied by movement or drama.

Performance is an important part of the lesson. Pupils are expected to be able to explain why they have chosen a particular instrument or vocal style and are encouraged, in a supportive environment, with self and peer evaluation, helping them to progress as thinking musicians.



Performance in class.

J Wagstaff (Music Lead)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> • Creating and responding to vocal sounds • Exploring how to change sounds • Exploring descriptive sounds • Developing a sense of steady beat • Identifying changes in tempo • Play percussion with control • Responding to change in tempo 	<ul style="list-style-type: none"> • Making high and low vocal sounds to recognise pitch • Performing pitch changes and contrasts • Exploring and controlling dynamics and duration • Improvising descriptive music • Identifying a sequence of sounds • Responding to music through movement 	<ul style="list-style-type: none"> • Playing and maintaining a steady beat • Playing to a steady beat • Playing at and controlling different speeds • Identifying changes in pitch • Contrasting changes in pitch with changes in dynamics • Relating pitch changes to graphic symbols 	<ul style="list-style-type: none"> • Exploring different sound sources • Identifying the dynamics and duration of sounds around school • Exploring these elements on instruments • Counting a steady beat in patterns of 2,3 and 4 beats • Exploring different ways to emphasise the first beat in a repeating pattern • Identifying metre by recognising its pattern • Exploring different ways to vary sounds on an instrument 	<ul style="list-style-type: none"> • Understanding how music can tell a story • Basic musical terms • Creating music to describe an event • Rehearsing and performing with others • Performing a steady beat at different speeds • Identifying a repeated rhythm pattern • Combining a rhythm pattern and a steady beat 	<ul style="list-style-type: none"> • Combining voices and instruments • Creating and performing word rhythms • Responding to music in movement • Creating a picture in sound • Exploring musical structure • Performing a simple repeated pattern
Year 2	<ul style="list-style-type: none"> • Creating and responding to vocal sounds and body percussion • Notating pitch shape using simple line graphics • Developing the use of vocal sounds to express feelings • Understanding how mood can be expressed using the voice • Understanding the structure of call and response songs • Developing song performance with voice and instruments • Keeping a steady beat at different speeds 	<ul style="list-style-type: none"> • Exploring timbre and texture • Identifying contrasting sections of descriptive music • Matching descriptive sounds to images • Evaluating composition • Rehearsing and refining to develop a performance • Responding to a rhythm ostinato pattern • Responding and playing to steady beats at different tempi • Singing in two parts and combining steady beats 	<ul style="list-style-type: none"> • Listening to a steady beat and responding in movement • Identifying and responding to changes in pitch • Reading pitch line notation • Playing pitch lines on tuned percussion • Performing a steady beat and simple rhythms • Differentiating between beat and rhythm • Differentiating between beat and rhythm • Performing a steady beat and simple 	<ul style="list-style-type: none"> • Combining sounds to create a musical effect • Understanding how music, dance and drama can combine in storytelling • Creating descriptive sounds made with the voice • Performing to an audience • Using sign language in a song • Accompanying a song with vocal and instrumental ostinato • Identifying rising and falling pitch • Performing a rising pitch sequence in a song 	<ul style="list-style-type: none"> • Listening to a piece of orchestral music • Performing a traditional rhyme with a rap • Accompanying a song with repeated word patterns • Composing music to illustrate a story • Performing steady beat patterns in a song • Creating simple rhythms using a simple score • Playing different patterns of steady beat within four beats • Creating simple three beat rhythms using a simple score 	<ul style="list-style-type: none"> • Understanding pitch through note names • Performing a melody • Understanding melody through performing pitch shape on tuned instruments • Using musical scales in composition • Responding to orchestral music • Combining steady beat and rhythms to accompany a song • Preparing and improving a performance • Understanding notation

	<ul style="list-style-type: none"> Marking beats within a four-beat metre Performing a steady beat Changing tempo 	<ul style="list-style-type: none"> Performing rhythmic patterns on percussion 	<ul style="list-style-type: none"> rhythms using body percussion 		<ul style="list-style-type: none"> Interpreting a score to perform different beat patterns 	
Year 3	<ul style="list-style-type: none"> Singing in two-part harmony Accompanying a song with a melodic ostinato Exploring timbre to create a descriptive piece of music Choosing timbre to make an accompaniment Learning about ternary form Developing the lyrics of a song Understanding how music can be organised into sequences and layers Combining rhythms in layers Making choices about musical structure 	<ul style="list-style-type: none"> Learning how sounds are produced and instruments are classified Understanding musical conversation structure Learning about aerophones, idiophones and chordophones Understanding call and response structure Enhancing the performance of a poem using vocal patterns Using layered vocal patterns to compose a performance piece 	<ul style="list-style-type: none"> Understanding pitch through melody Recognising pitch shapes Reading notations to play a melody Understanding the pentatonic scale Understanding pitch through reading graphic notation Exploring the pentatonic scale Performing a pentatonic song 	<ul style="list-style-type: none"> Identifying metre Playing independent parts in more than one metre simultaneously Performing an ostinato Improvising to an accompaniment Layering rhythms and recognising in staff notation Learning to read and use simple pitch notation Reading simple rhythm notation 	<ul style="list-style-type: none"> Representing sounds with symbols Composing and performing from a symbol score Developing an understanding of call and response Performing call and response structure Singing in two parts Understanding and performing binary form 	<ul style="list-style-type: none"> Exploring tuned and untuned percussion Using tuned percussion ostinato to accompany Exploring musical phrases Performing rounds in three parts Arranging an accompaniment with attention to balance Using a score to create different musical textures
Year 4	<ul style="list-style-type: none"> Building an extended performance piece Using canon and ostinati as accompaniments Understanding accent, diminuendo and balance Using beatbox to imitate drum kit Performing with a vocal beatbox accompaniment Balancing voices in performance 	<ul style="list-style-type: none"> Classifying instruments Using beatboxing sounds Learning about verse and chorus song structure Combining four body percussion ostinato into a song accompaniment Understanding texture Layering the structure in a rhythmic ostinato piece Accompanying a melody with a drone 	<ul style="list-style-type: none"> Creating descriptive music Singing in minor key groups Developing descriptive song accompaniments Singing in two parts with accompaniment Performing repeated rhythms Exploring the pentatonic scale Reading graphic notation Using musical terms for describing music 	<ul style="list-style-type: none"> Understanding that melodies have phrases Exploring and understanding layers in musical structure Combining sections of music in a layered structure Comparing and contrasting structure 	<ul style="list-style-type: none"> Playing ostinato and layering them in a performance Using music to communicate meaning Composing a rap Identifying metre Singing in three independent parts Playing ostinato from notation Understanding syncopation Creating music which tells a story 	<ul style="list-style-type: none"> Playing Renaissance dance Understanding simple musical structures Combining expressive use of the voice with movement Performing sequences of sounds matched to visual sequences Singing in call and response Composing sequences of word rhythms Performing rondo structure

	<ul style="list-style-type: none"> Exploring different timbres Learning how 	<ul style="list-style-type: none"> Describing the structure of an orchestral piece Reading a clock score Using rondo structure to build a performance 	<ul style="list-style-type: none"> Composing and notating pentatonic melodies Playing a pentatonic song with leaps 			<ul style="list-style-type: none"> Learning rhythmic and melodic accompaniments
Year 5	<ul style="list-style-type: none"> Conducting a metre of two, three and four Writing lyrics Extending arrangements of a song Learning songs from our musical heritage Developing accompaniments using ostinato and invented or improvised rhythms Developing a performance by adding other media Performing with awareness of audience 	<ul style="list-style-type: none"> Relating sound sequences to images Developing the use of dynamics Listening to music, focusing on dynamics and texture Learning a melodic ostinato using staff notation Developing techniques of performing rap using texture and rhythm Understanding complex texture Identifying the sound of the whole tone scale Describing the effect and use of musical dimensions Performing with attention to tone and phrasing 	<ul style="list-style-type: none"> Singing in three parts Reading a melody in staff notation Accompanying with tuned and untuned percussion Combining vocal sounds in performance Creating a performance using voices and instruments in four parts Exploring extended vocal techniques Developing a structure to combine sounds Creating musical effects using contrasting pitch Developing a performance with an awareness of audience Listening to the music of an early opera 	<ul style="list-style-type: none"> Exploring beat at different tempi Singing syncopated melodies Developing rhythm skills Singing and playing scales and chromatic melodies Using steady beat and syncopated rhythm Accompanying a song with sung and played drones Developing an arrangement of a two-part song Creating accompaniments for a song Reading grid or staff notation to play a bassline Using a score to notate and guide selected elements of a performance 	<ul style="list-style-type: none"> Understanding music narrative Interpreting notation Using a storyboard to structure sounds Exploring and using narrative structure Composing sound effects to use within a film Identifying changes in tempo and their effects Exploring phrase structure of a melody Performing a sequence of melodic phrases Exploring the effects of music in film Exploring techniques used in film soundtracks Evaluating and refining compositions Using cue scores 	<ul style="list-style-type: none"> Learning melodic and harmonic parts for accompaniment Exploring a song arrangement and its structure Performing a song with a complex structure Applying singing techniques to improve performance Developing accurate ensemble playing Controlling short, loud sounds on a variety of instruments
Year 6	<ul style="list-style-type: none"> Singing in three-part harmony Singing part songs with echoes Developing song cycles for performance with awareness of audience Singing major and minor note patterns Developing a song cycle performance 	<ul style="list-style-type: none"> Performing and improvising rhythmic and melodic ostinati Understanding the process of musical performance Performing music and dance 	<ul style="list-style-type: none"> Improvising descriptive music Exploring and playing rhythm cycles Combining rhythm cycles in a percussion piece Singing call and response songs in two groups Devising rhythmic movement Developing a descriptive composition Planning and structuring pieces to make a finale Combining songs with rhythmic cycles Performing to an audience 		<ul style="list-style-type: none"> Exploring beat and syncopation through singing and body percussion Developing co-ordination of rhythm skills Performing a rhythmic sequence in a piece of music 	<ul style="list-style-type: none"> Performing complex song rhythms confidently Identifying the structure of music Playing melodies with chordal accompaniment Experiencing the effects of harmonic change

	<p>incorporating mixed media</p> <ul style="list-style-type: none">• Developing planning, directing and rehearsal skills			<ul style="list-style-type: none">• Developing the idea of pitch shape and relating it to movement• Understanding pitch through movement and notation• Creating rhythm patterns• Arranging different musical sections to build a larger scale performance• Exploring rhythm through dance• Combining different rhythms	<ul style="list-style-type: none">• Playing instrumental accompaniments• Performing a song with complex structure• Understanding modulation in a musical bridge
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