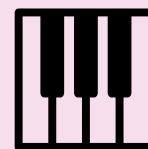




Meole Brace
C of E Primary School and Nursery

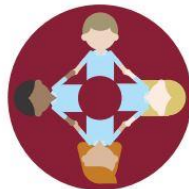
Music Subject Handbook



Our vision and rationale for Music

Music is an essential part of life; integral in the development of the whole person. We believe that the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning music develops **perseverance** in all aspects of a child's learning, from the physical action of using an instrument to the mathematical skills needed to keep a pulse. These abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. At our school, children have access to music through regular classroom activities and formal music lessons, as well as extra opportunities such as peripatetic music lessons, after school clubs and wider performance opportunities with other schools and in the local **community**.

Through playing, singing, creating and performing together in the classroom **community**, children will develop confidence and **respect** as well as communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Children will find that music is enjoyable and relaxing which will help reduce stress. All children will be able to experience a sense of achievement and pride. The different cultures within the school will be celebrated as the children learn songs in different languages and types of music from different cultures. Through our links with Shropshire Music Service, every child will have the opportunity to learn to play a musical instrument and all children in KS2 will be offered further peripatetic lessons in a variety of instruments. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.



Community



Respect



Perseverance

Curriculum Subject Leaders



Mrs Helena Mason



Miss Chrissie Purslow

National Curriculum Progression for Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Expressive Arts and Design	<ul style="list-style-type: none"> use their voices expressively and creatively 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 experiment with, create, select 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 their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 			

Progression for Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objectives	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Singing Exploring music through play and by using voices.</p> <p>Composing Begin to control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p> <p>Musicianship Maintaining a steady beat on an instrument.</p>	<p>Singing Experiment with different ways of producing sound with voices and sing with a good sense of rhythm.</p> <p>Composing Begin improvising to create music and creating a rhythm.</p> <p>Musicianship To follow a beat and begin recording with notation.</p>	<p>Singing Using voice in a creative way and singing confidently, maintaining an appropriate pulse.</p> <p>Composing Using sounds, technology and instruments in creative ways and demonstrate musical quality – clear starts, ends and technical accuracy.</p> <p>Musicianship Begin to offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>	<p>Singing Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone and use voice in a creative way.</p> <p>Composing Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Musicianship Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>	<p>Singing Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and appropriate tone and use voice in a creative way.</p> <p>Composing Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Musicianship Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times. Critique own and others' work, offering specific comments and justifying these.</p>	<p>Singing Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and appropriate tone and use voice in a creative way.</p> <p>Composing Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Musicianship Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.</p>

		<p>Performing Create music and begin to note with symbols.</p> <p>Reading notation Basic graphic notation.</p>	<p>Performing Singing independently.</p> <p>RECORDERS</p> <p>Reading notation Basic graphic notation. Graphic symbols, dot notation and stick notation</p>	<p>Performing Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Reading notation Begin to aurally identify, recognise, respond to and use basic symbols (standard and invented), including crotchets and quavers.</p>	<p>Performing Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).</p> <p>Reading notation Aurally identify, recognise, respond to and use basic symbols (standard and invented), including crotchets and quavers</p>	<p>Performing Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Reading notation follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p> <p>P-BUZZ</p>	<p>Performing Maintain a strong sense of pulse and recognise and self correct when going out of time. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Reading notation follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p>
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Music Progression of knowledge



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Concepts and Themes								
Singing	Core Knowledge			<p>I know how to sing simple songs, chants and rhymes</p> <p>I know how to sing collectively and at the same pitch, responding to simple visual directions</p> <p>I know how to sing pentatonic songs</p> <p>I know a wide range of call and response songs and can control my vocal pitch and can match the pitch I hear with accuracy.</p>	<p>I know how singing songs regularly with a pitch range of do-so will increase my vocal control.</p> <p>I know how to sing songs with a small pitch range and can pitch accurately.</p> <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> <p>I know how to demonstrate dynamics and tempo when singing.</p> <p>I know how to join in with songs in tune.</p> <p>I know how to follow a pulse.</p> <p>I know how to copy a simple melody.</p>	<p>I know how to sing a widening range of unison songs of varying styles and structures tunefully and with expression.</p> <p>I know how to perform forte and piano, loud and soft.</p> <p>I know how to perform actions confidently and in time to a range of action songs</p> <p>I know how to perform as a choir in school assemblies.</p>	<p>I know how to sing a broad range of unison songs with the range of an octave</p> <p>I know how to pitch my voice accurately and can follow directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>I know how to sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>I know how to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>I know how to perform a range of songs in school assemblies.</p>	<p>I know how to sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>I know how to sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>I know how to perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>I know how to sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir.</p> <p>I know how to observe rhythm, phrasing, accurate pitching and appropriate style when singing.</p> <p>I know how to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.</p> <p>I know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
	Vocabulary			Chants, pitch, perform, pentatonic songs, call and response	Pitch, dynamics, tempo, crescendo, decrescendo, pause, rest, responding,	Pitch, dynamics, tempo, crescendo, decrescendo, pause, rest, responding, piano, forte, loud, soft	Pitch, dynamics, tempo, crescendo, decrescendo, pause, rest, responding, unison, octave, rounds, time signatures	Pitch, dynamics, tempo, crescendo, decrescendo, pause, rest, responding, unison, octave, rounds, time signatures Repertoire, ensemble,	Pitch, dynamics, tempo, crescendo, decrescendo, pause, rest, responding, unison, octave, rounds, time signatures, rhythm

								performance, rounds, verse, chorus,	
Listening	Core Knowledge			I know music can tell us a story, an origin, a tradition, history and social context.	I know music can tell us a story, an origin, a tradition, history and social context. I know that different pieces of music can make me feel different ways.	I know that each piece of music can link to a story, an origin, tradition, history, and social context.	I know that each piece of music can link to a story, an origin, tradition, history, and social context.	I know that each piece of music can link to a story, an origin, tradition, history, and social context.	I know that each piece of music can link to a story, an origin, tradition, history, and social context.
		Vocabulary			Composer,	composer	composer	composer	composer
Composing	Core Knowledge			I know how to improvise simple vocal chants, using question and answer phrases. I know how to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. I know how to combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). I know the difference between creating a rhythm pattern and a pitch pattern. I know how to invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. I know how to use music technology, if available, to capture, change and combine sounds.	I know how to create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). I know how to work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. I know how to use music technology, if available, to capture, change and combine sounds. I know how to compose a simple tune for a performance.	Improvise I know I can improvise (using voices, tuned and untuned percussion and instruments). I know how to invent short 'on-the-spot' responses using a limited note-range. I know how to structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I know how to compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Composing I know how to combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). I know how to compose song accompaniments on	Improvise I know I can improvise on a limited range of pitches on the instrument I am learning. I know how to make use of musical features including smooth (legato) and detached (staccato). I know how to make compositional decisions about the overall structure of improvisations. Compose I know how to combine known rhythmic notation with letter names to create short pentatonic phrases. I know how to arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. I know how to create music for a specific mood.	Improvise I know how to improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. I know how to improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. I know how to experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose I know how to compose melodies suitable for the instrument chosen. I know I can use chords to compose music to evoke a	Improvise I know how to extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Compose I know how to plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale I know how to compose melodies made from pairs of phrases in either G major or E minor or a key suitable

						untuned percussion using known rhythms and note values.	I know how select instruments for composition from different sound palettes.	specific atmosphere, mood or environment.	for the instrument chosen.
	Vocabulary			Rhythm, pitch, sounds, notation, symbols, improvise, sequence	Improvise, question and answer, untuned percussion, graphic symbols, notation, combine	Improvise, tune, untuned, percussion, echo, note values, compose	Improvise, compose, legato, staccato, minim, crotchet, crotchet rest, quavers. Staff notation	Improvise, compose, tuned percussion, beat, dynamics, time signature.	Improvise, compose, pentatonic scale, ternary,
Performing				<p>I know how to maintain a steady beat.</p> <p>I know how to maintain a steady beat on a tuned instrument</p> <p>I know how to copy and repeat rhythm patterns.</p> <p>I know how to create, retain and perform my own rhythm patterns.</p> <p>I know how to copy rhythm patterns.</p>	<p>I know how to sing and perform short songs independently.</p> <p>I know the speed of a beat can change which creates a faster or slower tempo.</p> <p>I know how to follow a beat in a piece of music.</p> <p>I know I can group beats in 2's and 3's.</p> <p>I know how to create rhythms for others to copy.</p> <p>I know how to create a reliable sound using 3 notes.</p> <p>I know how to preform a short, practiced piece.</p>	<p>I know how to play tuned percussion or a melodic instrument such as violin or recorder.</p> <p>I know how to play and perform melodies following staff notation as a whole class or in small groups.</p> <p>I know how to copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p>	<p>I know I can develop basic skills on a selected musical instrument over a sustained learning period.</p> <p>I know how to play and perform melodies following staff notation as a whole-class or in small groups.</p> <p>I know how to perform in two or more parts from simple notation using instruments played in whole class teaching.</p>	<p>I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one</p> <p>I know how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>I know how too perform simple, chordal accompaniments to familiar songs.</p> <p>I know how to perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>I know I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>I know how to play a melody following staff notation written on one staff and using notes within an octave range</p> <p>I know how to make decisions about dynamic range, including very loud, moderately loud and moderately quiet.</p> <p>I know how to accompany a melody using block chords or a bass line.</p> <p>I know how to engage with others through ensemble playing and take on melody or accompaniment roles</p>
	Vocabulary			Copycat rhythm, beat, tempo, pulse.		Notation, allegro, solo, trios, adagio,	Melody, accompaniment, legato, staccato, minim, crotchet, crotchet rest, quavers.	Playing by ear, tunes percussion, arrangements.	Staff notation, tunes percussion, octave-range.
Reading Notation				I know that shapes on a page can represent beats.	<p>I know how to match dot notation to a played tune.</p> <p>I know how to use graphic symbols, dot</p>	<p>I know what a staff, lines and spaces, and clef are.</p> <p>I know how to use dot notation to show higher or lower pitch.</p>	I know and understand the differences between minims, crotchets, paired quavers and rests.	I know and understand the differences between semibreves, minims, crotchets and crotchet rests, paired	I know and understand the differences between semibreves, minims, crotchets,

				<p>I know how graphic notation can represent created sounds.</p> <p>I know how to explore and invent own symbols.</p>	<p>notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>I know the notes on the stave.</p> <p>I know how to play crotchets, minims, semibreves and recognise the rests.</p> <p>I know how to sight read a simple melody.</p>	<p>I know and understand the differences between crotchets and paired quavers.</p> <p>I know how to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>I know how to read and perform pitch notation within a defined range</p> <p>I know how to follow and perform simple rhythmic scores to a steady beat: and maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>quavers and semiquavers.</p> <p>I know and understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>I know how to read and perform pitch notation within an octave.</p> <p>I know how to read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>quavers and semiquavers, and their equivalent rests.</p> <p>I know the skills to read and perform pitch notation within an octave.</p> <p>I know how to read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
							<p>Beat groupings, tempo, change, melody, notation.</p>	<p>Note values, allegro, adagio, stave, clef, crotchets, paired quavers.</p>	<p>Legato, staccato, minim, crotchet, crotchet rest, quavers, scores.</p>

Title
Style of main Song
Unit Theme

Music Unit Coverage

	Autumn Term		Spring Term		Summer Term	
Year R	Me!	My Stories!	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey You Old School Hip-Hop How pulse, rhythm and pitch work together.	Rhythm In The Way We Walk and The Banana Rap Reggae Pulse, rhythm and pitch, rapping, dancing and singing.	In The Groove Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music.	Round and Round Bossa Nova Pulse, rhythm and pitch in different styles of music.	Your Imagination Pop Using Your Imagination	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music.
Year 2	Whole Class Instrument Lessons - Recorder					
	Establishing rules and routines Understanding pulse. Copying and reading rhythms. Creating a reliable sound to play a note.		Building and combining skills Adding rests to rhythms. Copying and repeating a simple melody. Reading music and recognising the dynamics.		Practising for a performance Playing crotchets, minims, and semibreves with rests. Consolidating skills. Composing simple tunes.	
Year 3	Let Your Spirit Fly RnB RnB and other styles	Glockenspiel Stage 1 N/A Exploring & developing playing skills	Three Little Birds Reggae Reggae and animals	The Dragon Song A pop song that tells a story Music from around the world, celebrating our differences and being kind to one another	Bringing Us Together Disco Disco, friendship, hope and unity	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
Year 4	Mamma Mia Pop ABBA's music	Glockenspiel 2 Mixed Styles Exploring and developing	Stop! Grime Writing lyrics linked to a theme	Whole Class Instrument Lessons PBuzz		

		playing skills using the glockenspiel				
Year 5	Whole Class Instrument Lessons Brass			The Fresh Prince of Bel-Air Old-School Hip-Hop Old-School Hip-Hop	Dancing in the Street Motown Motown	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
Year 6	Happy Pop/Neo Soul Being happy!	Classroom Jazz 2 Bacharach and Blues Jazz, improvisation and composition	A new Year Carol Classical or Urban Gospel Benjamin Britten's music and cover versions	You've Got a Friend 70s Ballad/Pop The music of Carole King	Music And Me Create your own music inspired by your identity and women in the music industry	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music

Whole School Music Appreciation

Across the school year we have chosen key composers and some of their iconic pieces. Children will have time to listen to and appreciate these when entering Collective Worship for a week.

Autumn 1	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	O Euchari	Hildegard	Early
Week 2	Hallelujah from <i>Messiah</i>	Handel	Baroque
Week 3	Rondo all Turca	Mozart	Classical
Week 4	Symphony No. 5	Beethoven	Classical
Week 5	1812 Overture	Tchaikovsky	Romantic
Week 6	Night on a Bare Mountain	Mussorgsky	Romantic
Week 7	Bolero	Ravel	20 th Century
Week 8	Symphonic Variations on an African Air	Coleridge-Taylor	20 th Century
Autumn 2	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	English Folk Song Suite	Vaughan Williams	20 th Century
Week 2	Mars from <i>The Planets</i>	Holst	20 th Century
Week 3	Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21 st Century
Week 4	Connect It	Anna Meredith	21 st Century
Week 5	Night Ferry	Anna Clyne	21 st Century
Week 6	The Little Babe from <i>Ceremony of Carols</i>	Britten	20 th Century
Week 7	Jesus Child	Rutter	20 th Century

Spring 1	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	Runaway Blues	Ma Rainey	Blues

Week 2	Take the 'A' Train	Duke Ellington Orchestra	Jazz
Week 3	Hound Dog	Elvis Presley	Rock 'n' Roll
Week 4	Golden Slumbers	The Beatles	Pop
Week 5	I Got You (I Feel Good)	James Brown	Funk
Week 6	Le Freak	Chic	Disco
Spring 2	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	Smalltown Boy	Bronski Beat	80s Synth/Pop
Week 2	Play Dead	Bjork	90s Pop
Week 3	Say My Name	Destiny's Child	90s RnB
Week 4	Wild Man	Kate Bush	Art Pop
Week 5	Wonderwall	Oasis	90s Indie
Week 6	Hello	Adele	21 st Century Pop
Summer 1	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	Fanfarra (Cabua-Le-Le)	Sergio Mendes/ Carlinhos Brown	Samba, <i>Brazil</i>
Week 2	Baris	Gong Kebyar of Peliatan	Gamelan, <i>Indonesia</i>
Week 3	Sahela Re	Kishori Amonkar	Indian Classical, <i>India</i>
Week 4	Bhabiye Akh Larr Gayee	Bhujhangy Group	Bhangra, <i>Punjab/UK</i>
Week 5	Tropical Bird	Trinidad Steel Band	Calypso, <i>Trinidad</i>
Week 6	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	Drumming, <i>Nigeria</i>
Week 7	Libertango	Piazzolla	Tango, <i>Argentina</i>
Summer 2	Title:	Composer/Artist:	Period/Style/ Country:
Week 1	Inkanyezi Nezazi	Ladysmith Black Mambazo	Choral, <i>South Africa</i>
Week 2	Sprinting Gazelle	Reem Kelani	Folk, <i>Middle East</i>
Week 3	Mazurkas Op. 24	Chopin	Folk, <i>Poland</i>
Week 4	Sea Shanties	Various	Folk, <i>England</i>
Week 5	Sea Shanties	Various	Folk, <i>England</i>
Week 6	Sea Shanties	Various	Folk, <i>England</i>
Week 7	One More Step	Sydney Carter	20 th Century Hymn