



Music

Statement of Intent

At St. Giles Junior School, it is our intent to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

At St. Giles Junior School,

Subject Leader Curriculum Intent, Implementation and Impact Overview

Intent	Implementation	Impact
<p>What the National Curriculum says:</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<p>Curriculum - The music National Curriculum is planned for coverage in full within the KS2 school curriculum. Our music curriculum is guided and supported by the Sing-Up scheme of work and is designed to progressively develop children skills in music, through regular taught lessons. Its implantation ensures that students:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer.</p> <p>Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.</p> <p>Development of musical skills, particularly singing, but also composing, listening, performing, organising and aural memory.</p> <p>Improvement in social skills such as cooperation and team-work.</p>

<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - 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. 	<p>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</p> <ul style="list-style-type: none"> ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>Music Lessons – music lessons are taught each week to progressively build on student’s previous knowledge and skills – there are opportunities to sing, play instruments, listen and write music representations and/or notes.</p> <p>Performance – Each year group has the opportunity to perform to an audience: Year 3 – Christmas Performance Year 4 & 5 – Easter Performance Year 6 – Leavers Performance</p> <p>Environment – music vocabulary and labels will be displayed during lessons to scaffold learning and aid their long-term memory.</p> <p>Assessment - Teacher assessment is used and moderated by the subject leader from skills audits, observations and planning trawls.</p>	<p>Students will have acquired technical vocabulary and an ability to recognise some written musical notation.</p> <p>To be able to name some composers of music and what this involves.</p>
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Curriculum Long-term plan

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	I've been to Harlem Mexican Wave Make that Sound Shinning Star		My Dog Step Back Baby Chilled Out Clap Rap The Bare Necessities		Sunshine in my Heart Senwa Defende Fair White Horses BBQ Blues	
Year 4 & Year 5	<p>Cycle 1 Dem Bones Poverty Knock Keep the home fires burning Winter wonderland</p> <p>Cycle 2 This Little Light of Mine Juba Plyine Statek A Young Austrian</p> <p>Each class will have 1 term of peripatetic teaching a term of a stringed instrument through WCC's music team</p>		<p>Cycle 2 Mama Don't Allow Madina Tun Nabi Firework Three Little Birds</p> <p>Cycle 2 The Giant's Garden My Fantasy Football team Be Cool Janie Mama</p> <p>Each class will have 1 term of peripatetic teaching a term of a stringed instrument through WCC's music team</p>		<p>Cycle 3 A Keelie Baloo Baleerie Kis Nay Banaayaa Life is a Highway</p> <p>Cycle 2 I wish I knew (how it would feel to be free) Tongo Consider Yourself Baiao de Ninar</p> <p>Each class will have 1 term of peripatetic teaching a term of a stringed instrument through WCC's music team</p>	
Year 6	Hey, Mr Miller Oleo Touch the Sky I wish it could be Christmas Everyday		Dona Nobis Pacem Wonder Ain't Gonna let Nobody Anderson's Coast		We go Together Ame Sau Vala tara Bal Shabuya We are the Champions	

Coverage of skills

Below sets out the skills that are taught in each year group. It shows the progress of these skills as students move year groups and how they build upon the previous year's skills. The students are aware of these and evaluate these periodically with their teachers and sign them off based on the skills taught in the music lesson. It is the coverage of these skills that ensure our student's leave St. Giles junior school with a breadth of knowledge and skills that will take them into their next phase of their development.

Year 3

Term 1
By the end of this unit most Year 3 pupils can:
I can sing echoed phrases rhythmically
I can sustain an ostinato accompaniment on untuned instruments, based on a phrase from the song
I can perform an ensemble song with actions and accompaniments to an audience
I can sing in a relaxed jazz style making a feature of 'blues' notes, sung accurately
I can maintain a two-chord accompaniment using tuned percussion
Term 2
By the end of this unit most Year 3 pupils can:
I can insert extra syllables while keeping in time
I can sing a gospel song in the appropriate style with accurate pitching
I can invent suitable actions for a stylish performance
I can sing a film musical song in an appropriate style
I can use clear diction to deliver fast-moving word-play lyrics clearly to an audience
I can create a performance with sound effects, movement and solo roles
Term 3
By the end of this unit most Year 3 pupils can:
I can sing to convey the uplifting mood
I can sign the song with BSL, Makaton or invent their own gestures
I can maintain a harmony part in a small group
I can play simple tuned and untuned accompaniments
I can work on a group performance with a more challenging clapping pattern
I can sing a syncopated melody with rhythmic accuracy
I can sing in two groups as a call and response piece

Year 4 & 5

Term 1

By the end of this unit most Year 4/5 pupils can:

I can sing phrases in tune, sustaining long notes for their full length

I can perform different rhythmic patterns to accompany a song

I can use a variety of sound-makers for 'bone effects'

I can compose a short descriptive piece using the interrelated dimensions of music (elements)

I can describe the history and purpose of a song

I can write lyrics for a new verse

Term 2

By the end of this unit most Year 4/5 pupils can:

I can sing the song with expression, and in two parts

I can write lyrics for a new version of the song including appropriate actions

I can correctly identify the change of chord

I can play the melodic riff starting on D

I can sing the songs with expression and feeling

Term 3

By the end of this unit most Year 4/5 pupils can:

I can sing in two parts and explain the purpose of the song

I can create and play a simple drumming part to accompany the song

I can sing with increasing confidence and accuracy

I can play a single line of an accompaniment

Year 6

Term 1
By the end of this unit most Year 6 pupils can:
I can create a melody from notes in the C major scale
I can sing syncopated rhythms accurately
I can sing confidently in group harmony, pitching starting notes accurately
I can sing the main melody of a song with accuracy of pitch and rhythm
I can use their voices to demonstrate ascending and descending phrases
I can compose a short piece using a pentatonic scale
Term 2
By the end of this unit most Year 6 pupils can:
I can sing the melody accurately and smoothly
I can sing a pentatonic scale creating positive phrases about their peers
I can sing the response phrase and then play accurately on pitched instruments
I can play the notes for one chord as part of the accompaniment
Term 3
By the end of this unit most Year 6 pupils can:
I can sing the melodic echoes with attention to the phrasing
I can compose a song using the same chord sequence
I can lead or conduct the group in a performance from a rhythm grid
I can play one chord in a sequence identifying whether it's major or minor

Organisation, provision and time

The Music curriculum is very important and we aim to develop and promote a number of skills from singing in a performance to having the opportunity to learn an instrument.

Music is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching music through cross-curriculum links/in other subjects
- ◆ Performances to parents
- ◆ Singing assemblies
- ◆ Within the community e.g. at the local church
- ◆ The opportunity to learn to play a stringed instrument while in years 4 and 5

Assessment and Recording

Students are both formally and informally assessed by staff throughout their music lessons. Recording of work will be in a form appropriate to the planned focus and will be shown in the planning. Evidence of music will be in a variety of forms from the teachers planning through to photographs and performances. The very nature of Music means that careful consideration should be given to the best means of assessing students. Students will also be given time to reflect on what they have learnt and revise the skills they have learnt periodically throughout the year.