



# Music at the Unity Federation



## Intent

### Our Statement

When children leave any of our three schools, we aim for them to have the confidence, skills and knowledge to be diverse, empowered and curious individuals. Our curriculum drivers are embedded throughout our Music curriculum. The main intention of our Music curriculum is to develop a life-long love of music in our children. Through our weekly music sessions and our curriculum enhancement, we focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum will expose children to music from around the world and across generations, encouraging children to respect and appreciate music within differing traditions and communities.

We use the Norfolk Music Hub, Charanga to support children in developing the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to music. Children will develop an understanding of the historical and cultural context of the music they are listening to. Within our music curriculum, children will develop a host of transferable skills including team-working, leadership, creative thinking, problem solving and performance skills. These skills are vital to children's learning and have a wider application in their lives beyond school.



# Music at the Unity Federation



## **IMPLEMENTATION**

### Our Statement

Our teachers endeavour to build on the threshold concepts of musical development; technical development, construction of music and expression. Our curriculum content supports our children in developing these three pillars which in turn support the arts of performing, composing and listening. All children are entitled to regular music lessons each week as well as access to music in their daily lives, including in, assembly. Further to this, children will be exposed to the concepts and terminology of music through wider cross-curricular units of work.

We use the Norfolk Music Hub and Charanga units of work to enrich our music curriculum, allowing children to develop the knowledge and skills required for performing, composing and listening to music. We also have a 'Musician of the Month' that we encourage children to explore through home learning and whole school assemblies, this is to gain knowledge of musical culture across the world and across time periods. Children will be exposed to emotional connections with music and will be allowed to explore their own perceptions of a range of compositions, both through diverse teaching methods and out of school activities, including trips to the theatre and pantomimes.



# Music at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Threshold Concepts

Our planning and assessment in music is structured around 4 main concepts

#### **Perform**

Children build confidence to sing and play an instrument in front of an audience.

#### **Compose**

Children create sequences of music and write lyrics to songs. They develop an understanding of how music is layered to develop complexity.

#### **Transcribe**

Children learn how symbols can help us to record our music for other to play.

#### **Describe Music**

Children use musical vocabulary to describe the music and how it makes them feel.



# Music at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

<u>Milestone 1</u>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Hey you! Christmas Production	Rhythm in the Way we walk and Banana Rap In the Groove	Round and Round Your Imagination
<b>Year B</b>	My Stories Christmas Production	Big Bear Funk	Your Imagination Reflect, Rewind and Replay



# Music at the Unity Federation



**IMPLEMENTATION** *continued*

The Teaching and Learning

## Milestone 2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Hands, Feet, Heart Christmas Production	I wanna play in band Glockenspiel stage 1	Three Little Birds Mama Mia
<b>Year B</b>	Zoo time Christmas Production	Friendship song Let your spirit fly	The Dragon Song Blackbird
<b>Year C</b>	Bringing us Together Christmas Production	Don't Stop Believin English Folk Song	Connecting Notes and Feelings Purpose, identity and expression in music



# Music at the Unity Federation



## IMPLEMENTATION *continued*

### The Teaching and Learning

#### Milestone 3

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Glockenspiel Stage 2 Christmas Production	Stop! The Fresh Prince of Bel Air	Happy You've got a friend
<b>Year B</b>	Make you feel my Love Christmas Production	Dancing in the Street Music and Me	Classroom Jazz 2 Reflect, Rewind and Replay
<b>Year C</b>	English Folk Songs Christmas Production	Bringing us together Don't Stop Believin	Connecting Notes and Feelings Purpose, identity and expression in music

#### Examples of Cultural Capital

Christmas Production, Pantomime, Visiting the theatre, After School Clubs offering singing and performing, Singing Hymns, Clergy coming in to sing with the children, Singing in Tesco's at Christmas, listening to music at different times of the day, musical instrument available during daily provision



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## IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

### **Assessing Learning:**

Before, during and after lessons.  
Using the assessment statements  
for each milestone.

### **Monitoring:**

Subject leadership monitoring  
and Governor monitoring, fol-  
lowing our monitoring schedule.



# Music at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Perform	<ul style="list-style-type: none"><li>-To take part in singing, following melodies.</li><li>-Follow instructions on how and when to sing or play an instrument</li><li>-Make long and short sounds, using voice and instruments</li><li>-Imitate changes in pitch</li></ul>	<ul style="list-style-type: none"><li>-Sing from memory with accurate pitch</li><li>-Sing in tune</li><li>-Maintain a simple part within a group performance</li><li>-Pronounce words within a song clearly</li><li>-Show control of own voice</li><li>-Play notes on an instrument with care so it can be distinguished clearly</li><li>-Perform alongside others.</li></ul>	<ul style="list-style-type: none"><li>-Sing or play from memory with confidence</li><li>-Perform solo or as part of a group</li><li>-Sing or play expressively and in tune</li><li>-Hold a part within a round</li><li>-Sing a harmony part confidently and accurately</li><li>-perform with controlled breathing (voice) and skilful playing (instrument)</li></ul>





# Music at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Compose	<ul style="list-style-type: none"><li>-Create sequences of long and short sounds</li><li>-Clap rhythms</li><li>-Create a mixture/combination of different sounds</li><li>-Choose sounds to create an effect</li><li>-Create short, musical patterns</li></ul>	<ul style="list-style-type: none"><li>-Compose and perform melodic songs</li><li>-Use sounds to create abstract affects</li><li>-Create repeated patterns with a range of instruments</li><li>-Choose, order, combine and control sound to create an effect.</li><li>-Use digital technologies to compose pieces of music.</li></ul>	<ul style="list-style-type: none"><li>-Create songs with verses and chorus</li><li>-Create rhythmic patterns with an awareness of timbre and duration</li><li>-Combine a variety of musical devices, including melody, rhythm and chords.</li><li>-Thoughtfully select elements for a piece in order to gain a defined affect.</li><li>-Describe how lyrics often reflect the cultural context of music and have social meaning</li><li>-Convey the relationship between the lyrics and the melody</li><li>-Use digital technologies to compose, edit and refine pieces of music.</li></ul>



# Music at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Transcribe</b>	-Use symbols to represent a composition and use this to help with a performance	-Devise non-standard symbols to indicate when to play and when to rest -Recognise the notes EGBDF and FACE on the musical stave. -recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	-Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play -Read and create notes on the musical stave -Understand the purpose of the treble and bass clefs and use them in transcribing compositions -Understand and use the sharp and flat symbols -Use and understand simple time signatures.



# Music at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Describe music</b>	<ul style="list-style-type: none"><li>-Identify the beat ('pulse') of a tune</li><li>-Recognise changes in pitch, volume, pulse and rhythm.</li></ul>	<ul style="list-style-type: none"><li>-Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</li><li>-Evaluate music using musical vocabulary to identify areas of likes and dislikes</li><li>-Understand layers of sounds and discuss their effect on mood and feelings</li></ul>	<ul style="list-style-type: none"><li>-Choose from a wide range of musical vocabulary to accurately describe and appraise music including; pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies and accompaniments</li></ul>



# Music at the Unity Federation



**IMPACT** *continued*

Vocabulary Progression

<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>
Pulse, rhythm, pitch, rap, improvise, compose, melody, perform, singers, keyboard, percussion, pulse, rhythm, pitch, audience, imagination, rhythm, pitch, tempo, audience	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, hook, melody, texture, structure, backing vocals, hook, riff, melody, pentatonic scale, imagination, hook, riff, melody, solo, unison, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, percussion,	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, melody, cover, riff, synthesiser, deck, backing loops, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, harmony, melody, style indicators, cover, timbre, texture, structure, dimensions of music, producer, hook, riff, solo