

Music at Clearwell C of E Primary School

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” - Plato

The IMPACT of learning Music at Clearwell

- ❖ A love of music and the sound of music making in our school
- ❖ The positive influence music has on our children’s personal and social development and mental well being
- ❖ The positive influence music has on our school and wider community
- ❖ An understanding of how music reflects diversity in our world
- ❖ An opportunity to showcase talents and build confidence

How Music is taught at Clearwell

- ❖ The whole school uses the music scheme Charanga as a starting point for music learning and teaching.
- ❖ The scheme ensures that each term children have the opportunity to develop musical skills, including listening to and discussing music, composing, performing and learning about the history of music.
- ❖ It also allows pupils regular access to the schools tuned and untuned instruments including recorders, glockenspiels and drums.
- ❖ The scheme is supplemented and extended in a number of ways including: specialist-led whole class music lessons. These Wider Opportunities lesson ensure that every child has the opportunity to learn a musical instrument through whole-class ensemble teaching programs. Pupils also participate in Young Voices and individual music tuition.

The INTENT of Music at Clearwell

Music at Clearwell is central to delivering our mission statement to, ‘create a positive atmosphere where the children feel happy and secure’. When we sing and make music together we build a sense of collectiveness, we are communicating effectively and we enjoy ourselves! At Clearwell the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

<p>Pupil should be taught to:</p>	<p>KS1</p> <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 interrelated dimensions of music <p>KS2</p> <ul style="list-style-type: none"> ❖ play and perform in solo and ensemble contexts, using their voices/playing musical instruments with increasing accuracy, fluency, control and expression ❖ improvise music for a range of purposes using the inter-related dimensions of music ❖ 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 ❖ appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians ❖ develop an understanding of the history of music 		
<p>National Curriculum Guidance</p>			
<p>Skill Progression Markers</p>	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p>To Perform</p>	<ul style="list-style-type: none"> ❖ Begin to build a repertoire of songs. ❖ Explore the different sounds of musical instruments. ❖ Create simple representations of events, people and objects. ❖ 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 	<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 (instruments)

Aspect of the NC	KSI	LKS2	UKS2
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/short, loud/quiet, high/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"> ❖ 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 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. ❖ Use drones and melodic ostinati (based on the pentatonic scale). ❖ Convey the relationship between the lyrics and the melody
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 stave. ❖ Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. ❖ Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<ul style="list-style-type: none"> ❖ Understand 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 and use 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. 	<ul style="list-style-type: none"> ❖ Evaluate music using musical vocabulary to identify areas of likes and dislikes. ❖ Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> ❖ Choose from a wide range of musical vocabulary to accurately describe and appraise music including: · 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.