



Music at Falconhurst School



Impact of music

At Falconhurst we aim to enable our children to:

- Children learn through fun, interactive and engaging music education, that provides children with the foundations and knowledge for understanding music.
- Children engage with the sound around them which ensures that children learn through varied and first hand experiences and using their aural memory to take on and give back.
- Children enjoy music and this results in engaged and enthusiastic learners with confidence to showcase their sound.
- Children know how to develop their ideas and can be critical to aid their development and progression.
- Children feel positive and engage in community and show the fun they are having with music.
- Children respond positively to new music concepts as well as music that is familiar to them.
- Children can deliver both praise and constructive criticism and use that constructive criticism to build the idea they are working on.
- Music brings joy to the school and is used to develop a positive wellbeing and a great sense of community.

The collecting of evidence to demonstrate pupil progress is written into each year group's units of work for all of KS1 and KS2. A progression snapshot activity occurs within a unit

Intent for our Musicians

At Falconhurst school we use Sing Up to support the teaching of music from Nursery to Year Six. Sing Up aims for every child to have access to high-quality, practical, and engaging musical experiences through our pupil and teacher resources. We want all children to develop the self-confidence, skills, knowledge, and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to.

Teachers are as crucial to this aim as the resources themselves and subsequently our goal is for teachers to enjoy teaching Sing Up Music lessons as much as children enjoy taking part in them. With each unit and every lesson plan, our aim is to provide great teaching resources and clear delivery guidance that saves teachers time, supports their subject knowledge, and gives them confidence in teaching music practically.

Sing Up Music is designed and written by subject specialists. It sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Together, the 80+ units (for Nursery to Year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters. We also believe that a music curriculum should draw on a broad range of musical traditions, using authentic songs and materials, and have followed this approach when creating Sing Up Music.

Characteristics of a Musician

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| <ul style="list-style-type: none"> • A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. • Very good awareness and appreciation of different musical traditions and genres. | <ul style="list-style-type: none"> • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. <p>A passion for and commitment to a diverse range of musical activities.</p> |
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Implementation of music

Following the 2014 national curriculum for music, teachers aim to ensure that they create a universal language that knows no boundaries regardless of age, ability, differences in language or upbringing. A positive attitude to music learning within their classrooms will be introduced to increase self-confidence, creativity, a sense of achievement and a love of music. Our whole school approach to the teaching and learning of music involves the following;

- Music will follow a scheme of learning through the Sing Up programme, and in collaboration with the class teacher, to ensure a flow of music learning is present. This is a

strategy to enable pupils to engage in an active lesson and to enable progression of knowledge and skills.

- Music will involve interactive lessons and will allow children to learn through call and response to help build their confidence and ability as well as their aural memory. Children are encouraged to apply their skills and have the confidence to attempt their own version of what is being taught. Planning involves teachers using the Sing Up scheme of learning as well as creating engaging lessons that link to their particular topic. Teachers use Seesaw as a way of documenting music lessons as well as any engagement with music throughout a school day.
- We will build upon the knowledge and skill development of the previous years. As the children’s self-confidence, knowledge and understanding increases, and they become more proficient in music, they become increasingly confident in their growing ability to compose using voice, musical instruments and body percussion and to engage with a much more critical ear and expressive response.
- Working musically, skills are embedded into lessons and within the school environment to ensure development throughout the children’s school career and new vocabulary and challenging concepts are introduced through direct teaching.

Essential EYFS Curriculum

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

Essential National Curriculum Opportunities
Key Stage 1

- Use their voices expressively 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.
- Make and combine sounds using the inter-related dimensions of music.

Essential National Curriculum Opportunities
Key Stage 2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Essential Learning Objectives

EYFS

Milestone 1
End of Year 2

Milestone 2
End of Year 4

Milestone 3
End of Year 6

To Perform

To sing a large repertoire of songs
Listen with increased attention to sounds.
• Respond to what they have heard, expressing their thoughts and feelings.
• Remember and sing entire songs.
• Sing the pitch of a tone sung by another person ('pitch match').
• Sing the melodic shape (moving melody, such as up and down, down and up)

• 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.

• 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.

• 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 (instrument).

	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas of familiar songs. 			
To Compose	<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and 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"> Compose and perform melodic songs. 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 songs with verses and a chorus. 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 in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
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. 	<ul style="list-style-type: none"> 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 clef and use it in transcribing compositions. Have an awareness of the # (sharp) and b (flat) symbols. Use and understand simple time signatures.
To Describe Music	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Have an awareness of lyrics often reflect the cultural context of music and have meaning 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. Begin to understand how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> 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.