

Music at Studley Green



Intent:

We teach music because it allows our children to be creative and express themselves through singing, composing, playing and performing.

Our curriculum allows our children to listen, learn and talk about a variety of musical genres. By listening to music our children begin to understand and pick out the dynamics of music. It gives our children the opportunity to explore a wide range of tuned and untuned instruments.

Our music is taught explicitly as well as being woven into the very core of our curriculum. We are a singing school and love to sing about anything and everything, from friendships to the water cycle.

With termly music assemblies and a school choir our children are able to perform what they have learnt to the rest of the school giving them a huge sense of achievement and satisfaction. It teaches them to be resilient and to face their fears even if singing in front of the school "is scary."

Music at Studley Green is what gives us a common ground. When we stand together and sing we feel proud and unite

The music curriculum:

Whole class teaching of music is through use of Charanga music scheme. This is a structured music scheme which provides detailed lesson plans, progression, assessment and detailed resources to support every lesson.

Charanga is in line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Each unit of work allows children to explore the **3 strands of music** which correspond to the national curriculum for music. This works in a linear way, building skills throughout the unit, but also in a horizontal manner which allows children revisit skills continually during their time at Studley Green.

Music	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing skills	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p> <p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p>	<p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p>	<p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p> <p>Sing as part of a choir.</p> <p>d/or from notation.</p> <p>Sing with awareness of following the beat. Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p> <p>Rehearse and learn songs from memory and/or with notation.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the wo</p>

<p>Performing skills and knowledge of musical instruments.</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song. Add actions to the song.</p>	<p>Play some simple instrumental parts.</p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p>	<p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p>	<p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p>
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<p>Improvising and Composing skills.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Explore improvisation within</p>	<p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p>	<p>Improvise over a simple chord progression.</p> <p>Improvise over a groove. Explore improvisation within a major scale, using the notes: C, D, E b, F, G C, D, E, F, G C, D, E, G, A F, G, A, B b, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p>	<p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B b, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>

	a major scale using the notes: C, D, E C, G, A G, A, B F, G, A		end.			
Listening to music and Appraising performances.	<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music. Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p>	<p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world. Share your thoughts and feelings about the music together.</p>	<p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music 	<p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance</p>	<p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p>

<p>Understanding staff and other musical notations.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</p> <p>C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p>	<p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:</p> <p>C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B b, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a stave of five lines.</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p>	<p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E E, F#, G#, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature • Lines and spaces on the stave <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E, F# D, E, F, G, A, B, C E b, F, G, A b, B b, C, D b</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts</p>	<p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B b, C, D, E G, A, B, C, D, E, F# C, G, A b, B b G, G#, A, B b, C D, E, F, G, A, B, C E b, F, G, A b, B b, C, D b</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4</p>	<p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B b, C, D, E F, G, A b, B b, C, D, E b G, A, B b, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E b, F, G, A b, B b, C, D</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>
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				accurately within the rhythmic texture, achieving a sense of ensemble. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	and 4/4 time signatures. Read and perform pitch notation within an octave (eg C-C'/do-do). Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	
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