



# AK MUSIC UPDATE DEC '21

Music is all around us. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.



# MUSIC MODEL CURRICULUM MARCH '21

A non statutory resource which provides a framework through which the statutory requirements can be met.

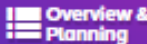
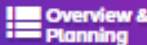
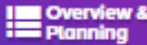
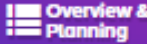
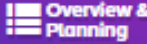
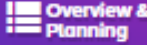
Pupils should receive a minimum of **one hour** of teaching a week.

In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term.

Ukuleles in Year 4 ! CPD training and free loan of class instruments.

There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2.

**Scheme Overview and Documentation** can be found below the grid.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 <b>Overview &amp; Planning</b> <b>YEAR 1</b>	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	<b>Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past? 1 2 3 4 5 6	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon
 <b>Overview &amp; Planning</b> <b>YEAR 2</b>	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends? 1 2 3 4 5 6	<b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past? 1 2 3 4 5 6	<b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon
 <b>Overview &amp; Planning</b> <b>YEAR 3</b>	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together? 1 2 3 4 5 6	<b>Enjoying Improvisation</b> What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	<b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon
 <b>Overview &amp; Planning</b> <b>YEAR 4</b>	<b>Interesting Time Signatures</b> How Does Music Bring Us Together? 1 2 3 4 5 6	<b>Combining Elements to Make Music</b> How Does Music Connect Us with Our Past? 1 2 3 4 5 6	<b>Developing Pulse &amp; Groove Through Improvisation</b> How Does Music Improve Our World? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon
 <b>Overview &amp; Planning</b> <b>YEAR 5</b>	<b>Getting Started with Music Tech</b> How Does Music Bring Us Together? 1 2 3 4 5 6	<b>Emotions &amp; Musical Styles</b> How Does Music Connect Us with Our Past? 1 2 3 4 5 6	<b>Exploring Key &amp; Time Signatures</b> How Does Music Improve Our World? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon
 <b>Overview &amp; Planning</b> <b>YEAR 6</b>	<b>Developing Melodic Phrases</b> How Does Music...	<b>Understanding Structure &amp; Form</b> How Does Music...	<b>Gaining Confidence Through Performance</b> How Does Music...	Coming Soon	Coming Soon	Coming Soon

# CHARANGA UPDATE

[HTTPS://WILTSHIRE.CHARANGA.COM/C/1356466-MODEL-MUSIC-CURRICULUM](https://wiltshire.charanga.com/C/1356466-MODEL-MUSIC-CURRICULUM)



# MUSIC MARK SCHOOL 2021 - 2022



MUSIC MARK  
SCHOOL



## CERTIFICATE OF RECOGNITION

This school has been nominated to become a

# MUSIC MARK SCHOOL

in recognition of a commitment to providing a high-quality music education for all children and young people.

**2021 - 2022**

Bridget Whyte  
Chief Executive of Music Mark

Supported by



The UK Association for Music Education – Music Mark  
[www.musicmark.org.uk](http://www.musicmark.org.uk)

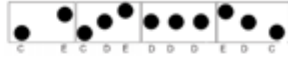


# FOCUS ON NOTATION

- By the time children leave AK school we would like them to have a sound knowledge of how to read music using the treble clef.

## Progression of Notation at AK School

		Knowledge based upon Charanga scheme	Skills from Charanga scheme	What should we see in each year group (Weekly music <u>lessons</u> . Weekly singing Assemblies)
EYFS	Playing	<b>Knowledge</b> Learn the names of the instruments they are playing.	<b>Specific skills</b> Singing and learning to play instruments within a song Show an interest in the way musical instruments sound Explore the different sounds of instruments Play untuned or tuned instruments with a understanding of pulse	Children singing as part of their daily routine building up a repertoire of songs they know well. Children playing and exploring a range of tuned and untuned instruments.
Y1	Playing	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<b>Specific skills</b> Treat instruments carefully and with respect. <ul style="list-style-type: none"> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader'</li> </ul>	Children singing simple songs, building up a repertoire of songs they know well. Children should be singing collectively at the same pitch. An understanding of beat and tempo (speed) Children performing copycat, repeating <u>rhythms</u> and performing word pattern chants. Comparing of high and low sounds using voice and tuned percussion Children following picture and symbols when singing and playing. <div style="text-align: center;">● ● ● ●</div>
Y2	Playing	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion instruments played in class</li> </ul>	<b>Specific skills</b> <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	Children singing simple songs, building up a repertoire of songs they know well. Children should be singing collectively at the same pitch with increasing vocal control. An understanding of beat and tempo (speed) and grouping beats into twos and threes. Children performing, <u>inventing</u> and reading rhythms including <b>crotchets, quavers and crotchet rests</b> . <b>Recognise dot notation (3 note tunes on tuned percussion) <u>Recorders?</u></b>

Y3	Playing Instruments	<p><b>Knowledge</b> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>	<p>Children singing a widening range of unison songs of varying styles and structures. An understanding of beat and changing tempos. Children composing using <b>known rhythmic notation</b> and letter names using just 3 notes.</p>  <p>Children learning to play a tuned instrument (Recorders?) using a small range of 3 notes <u>e.g.</u> GAB Children developing knowledge about the <b>stave</b>, <b>clef</b> and <b>dot notation</b> showing higher and lower pitch. Children understanding the differences between <b>crotchets</b> and <b>paired quavers</b>.</p>
Y4	Playing Instruments	<p><b>Knowledge</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<p>Children singing a broad range of unison songs including rounds and partner songs and some vocal harmony. Children composing using <b>known rhythmic notation and letter names using 5 notes (pentatonic scale)</b> Children creating rhythmic phrases using known note values (<b>minim, crotchet, crotchet rest, paired quavers</b>) Children learning to play a tuned instrument (Recorders/glocks/steelpans or something provided by music hub?) using a small range of 5 notes. <u>E.g.</u> GABCD Children performing in two or more parts. Children reading and performing pitch notation using a minimum of 5 notes.</p>



Y5	Playing Instruments	<p><b>Knowledge</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>	<p>Children singing a broad range of songs from an extended repertoire including <u>3 part</u> rounds and partner songs and some vocal harmony.</p> <p>Children composing using a <b>major and minor scales(C maj/Amin) – 8 notes and known rhythmic notation.</b></p> <p>Children playing melodies on tuned instruments following staff notation using notes within <b>middle C – C'range</b></p> <p>Children developing an understanding of basic triads/chords.</p> <p>Children understanding the differences between semibreves, minims, <b>crotchets, crotchet rests, paired quavers</b> and <b>semi quavers.</b></p> <p>Children reading and performing pitch notation using a minimum of 8 notes. C – C'.</p>
Y6	Playing Instruments	<p><b>Knowledge</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session</li> </ul>	<p>Children singing a broad range of songs including those with syncopated rhythms, <u>three and 4 part</u> rounds, partner songs and vocal harmony.</p> <p>Children composing, performing, <u>notating</u> 8 or 16 beat melodic phrases.</p> <p>Children playing melodies on tuned instruments following staff notation using notes within <b>an octave range. Accompanied by a bass line or block chords.</b></p> <p>Children playing together in small ensembles.</p> <p>Children understanding the differences between semibreves, minims, <b>crotchets, paired quavers, semi quavers and their equivalent rests.</b></p> <p>Children further developing the skills to read and perform notation using a minimum of 8 notes. C – C'.</p> <p>Children reading and playing confidently a <u>4 bar</u> phrase.</p>

## WHAT'S NEXT

Purchase of a class set of ukuleles using funding from music hub.

Class recorder lessons in year 2 and 3 begin in January.

Continue to monitor music through quick snapshot lesson obs and pupil voice.