



**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.

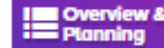

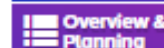
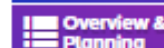
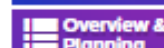
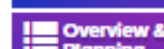
Pupils should receive a minimum of **one hour** of teaching a week.

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> YEAR <b>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> YEAR <b>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> YEAR <b>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> YEAR <b>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> YEAR <b>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> YEAR <b>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



# 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	<p><b>Knowledge</b></p> <p>Learn the names of the instruments they are playing.</p>	<p><b>Specific skills</b></p> <p>Singing and learning to play instruments within a song</p> <p>Show an interest in the way musical instruments sound</p> <p>Explore the different sounds of instruments</p> <p>Play untuned or tuned instruments with a understanding of pulse</p>	<p>Children singing as part of their daily routine building up a repertoire of songs they know well.</p> <p>Children playing and exploring a range of tuned and untuned instruments.</p>
Y1	Playing	<p><b>Knowledge</b></p> <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>	<p><b>Specific skills</b></p> <p>Treat instruments carefully and with respect.</p> <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>	<p>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)</p> <p>Children performing copycat, repeating <u>rhythms</u> and performing word pattern chants.</p> <p>Comparing of high and low sounds using voice and tuned percussion</p> <p>Children following picture and symbols when singing and playing.</p> <div style="text-align: center;">  </div>
Y2	Playing	<p><b>Knowledge</b></p> <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>	<p><b>Specific skills</b></p> <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>	<p>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.</p> <p>An understanding of beat and tempo (speed) and grouping beats into twos and threes.</p> <p>Children performing, <u>inventing</u> and reading rhythms including <b>crotchets, quavers and crotchet rests</b>.</p> <p><b>Recognise dot notation (3 note tunes on tuned percussion) <u>Recorders?</u></b></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. Children composing using a <b>major and minor scales(C maj/Amin) – 8 notes and known rhythmic notation.</b> Children playing melodies on tuned instruments following staff notation using notes within <b>middle C – C<sup>range</sup></b> Children developing an understanding of basic triads/chords. Children understanding the differences between semibreves, minims, <b>crotchets, crotchet rests, paired quavers</b> and <b>semi quavers.</b> Children reading and performing pitch notation using a minimum of 8 notes. C – C<sup>7</sup>.</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. Children composing, performing, <u>notating</u> 8 or 16 beat melodic phrases. 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> Children playing together in small ensembles. Children understanding the differences between semibreves, minims, <b>crotchets, paired quavers, semi quavers and their equivalent rests.</b> Children further developing the skills to read and perform notation using a minimum of 8 notes. C – C<sup>7</sup>. 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.