



at

Hook Lane

Logic of Learning



Introduction

Music enriches individual lives as well as our school's wider community and has a rare and unique ability to bring people together. Music celebrates inclusion of pupils with SEN and disabilities and helps children realise their creative potential. It also helps the whole school community feel part of something bigger.

At Hook Lane, children develop their listening, singing, notation, improvising, composing and performing skills.

We follow the national curriculum for music, using a scheme of work.



Music Curriculum

The music curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

We follow a music scheme using Charanga and this follows the model music curriculum and suggested repertoire choices to support teachers in delivering the curriculum.



EYFS

In the Early Years we begin the foundations of early musicianship, focusing on skills that get children ready to take part in music lessons in KS1 and teaching skills that allow them to join in with enriching musical experiences with the wider school. We focus on:

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

Children will have the opportunity to explore sounds and instruments in the learning environment and will take part in group singing nursery rhymes and performing traditional songs at certain celebrations throughout the year.

Key Stage 1 - Musicianship



Musicianship : Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups.

Listening: Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.

Singing: Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.

Notation: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G / F, G, A / G, B, D / D, E, F#, G, A / D, A, C

Key Stage 1 - Playing Instruments



Playing Instruments - Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.

Improvising - Explore improvisation within a major and minor scale using the notes: C, D, E / D, E, A / F, G, A / D, F, G. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern.

Composing - Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.

Performing - Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.



Key Stage 2 - Musicianship

Musicianship : Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C

Listening: Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.

Singing: Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.

Notation: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B / F, G, A, B ♭ , C / G, A, B, C, D, E / E, F♯, G♯, A, B
Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.

Key Stage 2 - Playing Instruments



Playing Instruments -Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.

Improvising - 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. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.

Composing - Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers:

Performing - Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.



Planning

Long and medium term music planning, including subject headings, areas of music and progression of work throughout each age phase are included in the music scheme and the subject curriculum maps.

Additional planning including cross curricular links, enrichment opportunities and wider school performances are represented in the individual class planning and the school calendar where appropriate.



Recording outcomes in music

Being a creative and largely auditory subject, we do not have music books and encourage the recording of lesson outcomes and enrichment opportunities to be done using pictures, sound files and videos. However, when recording song lyrics, compositions and standard and non-standard notations it is often appropriate to use write and record traditionally.

When children are required to record on paper, this is with the intention of using it to progress wider musical knowledge or support a performance or big outcome.



Assessment

Using video or audio recordings of children is an appropriate way to track and assess progress in music. Without an expectation for recording outcomes on paper or in books, a recording of performances at the start and at the end of a module of work allows for individual progress to be assessed.

We also use regular low stakes assessment on the scheme software to assess knowledge prior to teaching and to inform teachers of misconceptions or gaps in terminology.



Adaptive teaching

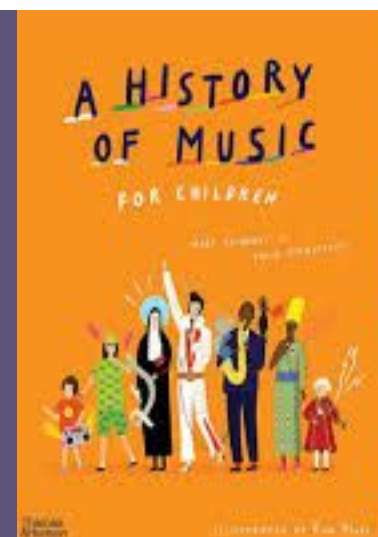
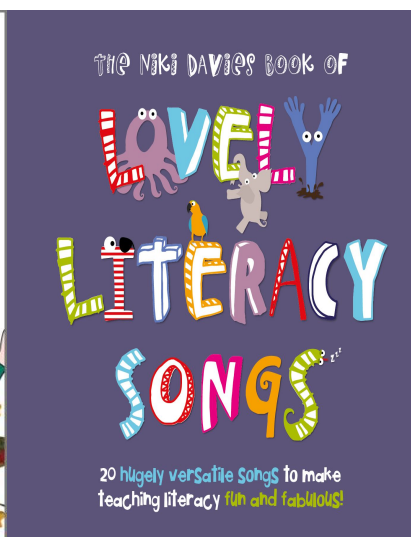
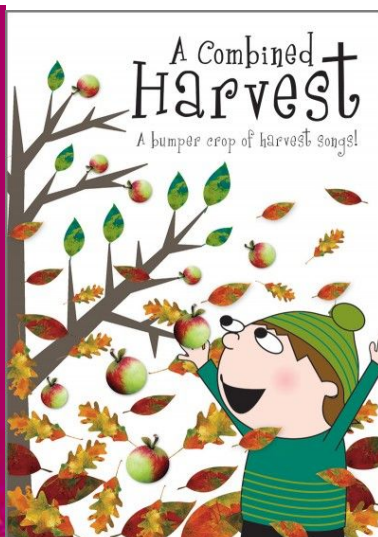
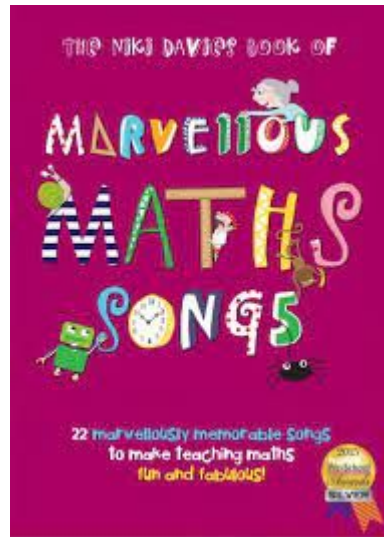
Using adaptive teaching to provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all. This may be through:

- Accessible instruments- e.g. larger scale, simplified range of keys
- Providing different levels of musical composition depending on existing skill level
- 'I do, we do, you do' approach
- Scaffolding/ hand over hand support
- Access to quieter areas to practise, extended periods of time to gain performance confidence/skill
- Opportunities to choose participation level and scaffolding to extend the comfort zone
- Pre-teaching of vocabulary with practical demonstration of what it means in musical terms
- Adjusted expectations and musical pieces used to develop skills based on prior learning



Cross Curricular Links

Teachers aim to enhance the teaching of the music by including and exploring musical elements in their other lessons.





Famous Musicians

Each unit of work should aim to introduce the children to a famous musician and expose the children to a range of musical genres and movements.





Enrichment

Throughout each year we have several planned trips and visits that enrich our musical experiences at Hook Lane.

We take part in a church service at Christmas and each year group works towards a seasonal performance, either nativity or a christmas show. Also we sing to celebrate Harvest and Easter along with other key dates.

We have visiting musicians such as the junk orchestra and taster sessions from Bexley music hub. We also have a large number of student bands that take part in 'Rock Steady,' an external company that provides tuition and performance experience.

We take part in whole school music projects ranging from a focus on specific artists (Beatles) to whole school glockenspiel performances.



Blended learning

Teachers use a wide range of resources to engage children in their music learning at school. These range from Charanga (our school scheme) to video and audio recording equipment. For example, year 4 worked towards recording and producing their own music videos, allowing them to put on a show to the wider school and parents.