

Music



Intent

At Holy Trinity we believe that through music, we are provided with a powerful universal language which helps promote unity, enables us to process and express our emotions and fuels our imagination. Our rich music curriculum provides an inclusive learning environment, designed to allow all pupils to learn and flourish together. Our curriculum is designed to offer pupils the opportunity to listen, participate in and appreciate a wide range of musical experiences.

Music is important in developing individual discipline, focus and memory. Whether we are singing, playing, or listening, we develop our aural discrimination through music, which is an important part of communication and literacy.

As Musicians at The Federation of Holy Trinity Church of England School we want...

Music to provide pupils with the opportunity to use technology appropriately, to enhance and communicate their own compositions and performances.

Pupils to have the opportunity to play musical instruments which helps them to develop self-discipline and improve memory.

Music to help pupils to appreciate and understand a wide range of traditions and cultures.

Music to provide pupils with a range of vocabulary to describe the features of different musical styles and genres and articulate their responses to these.

Meet Sheeran



Meet Sheeran! Sheeran is a musician. Musicians are artists who create songs and sounds with either their voice, technology or instruments. Some musicians compose, perform, or conduct music in front of an audience.

The Four C's



- Communication
- Conflict
- Conservation
- Culture

Knowledge Building

Instrumentation

Cultural
Understanding

Musical Elements

Notation

Musical
Vocabulary

Singing

Musical Elements



Know and understand the elements of tempo and dynamics

Know and understand the elements of pitch and duration, including beat, rhythm and pattern

Know and understand the elements of texture, timbre and structure, including form

Know and understand how the elements combine to create different musical styles and effects



Example of musical elements work

Nursery –

Using picture cards to support children to play the instruments loud and quiet.

Loud



Quiet



Fast



Slow






Example of musical elements work





Date: Friday 17 th May 2024	Learning Objective: We are learning to represent different sounds using graphic notation.
Success Criteria	<ul style="list-style-type: none">• Understand the meaning of timbre, pitch and tempo.• Use symbols to represent different sounds.

Example of musical elements work




	Date: 13.10.23	Learning Objective: <i>To know the features of major and minor tonality</i>	Feedback
Success	Criteria	<input checked="" type="checkbox"/> I can play the 8 notes in the major key <input checked="" type="checkbox"/> I can describe the mood of a music played in major key	HM




	Date: 28.09.23	Learning Objective: <i>I am learning how to use tempo and pitch to create drama and evoke different moods</i>	Feedback
Success	Criteria	<input checked="" type="checkbox"/> I can follow a tempo <input checked="" type="checkbox"/> I can describe the mood of a piece of music	HM




Tempo is the speed of music measured in beats per minute.

— . — . — . — . — .

	10.11.23	Learning Objective: LO : <i>I am learning to understand notation values</i>	Feedback
Success	Criteria	<input checked="" type="checkbox"/> I can understand that music has rules <input checked="" type="checkbox"/> I can understand different notes have a different number of beats	Immediate


Task: Use Lego to represent the number of beats



Notes	Name	Value
	Semibreve	Whole note
	Minim	Half note
	Crotchet	Quarter note



Example of musical elements work

	Date: 30.4.24	Learning Objective: I am learning to appraise a piece of music	Feedback
	Success Criteria	<ul style="list-style-type: none"> ✓ I can listen carefully ✓ I can describe the tempo, dynamics, texture and duration within the piece ✓ I can describe the impact of these 	Hot marking

Tempo

- Gets faster as it goes
- Gets slower as ~~at~~ the end.

Dynamics

- It goes louder then quieter
- It starts slow and then gets quicker and really slow at the ~~end~~ end.

Texture


I can hear a ~~pa~~ piano, a drum, a clarinet, a violin and strings and flute.

Gets ~~thm~~ thicker.

Duration

I think that ~~yes~~ ~~it~~ ~~can~~ most of them at the start are short but they get longer as it goes.

I think it fits with ~~a~~ the tune because of the beats. In what way?

	Date: 30.4.24	Learning Objective: I am learning to appraise a piece of music	Feedback
	Success Criteria	<ul style="list-style-type: none"> ✓ I can listen carefully ✓ I can describe the tempo, dynamics, texture and duration within the piece ✓ I can describe the impact of these 	Hot marking

Tempo

Slow but gets faster towards the end of the song but then gets slow at the very end.

Dynamics

I think it starts off quiet it and then it gets louder and louder and then it gets a little quieter at the very end.

Texture

I think there is a piano, flute and gets thicker towards the end.

Duration

I think the notes are longer at the end of each vers and especially at the end and at the very start of each vers.

The song

I think that the song is a bit sad and somber but hopeful. *How do the dynamics etc affect this?*

Music Skills Map



	C10	C7				C6	C10
N	'Happy to Be Me'	'Let's Play'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'	'No Place Like Home'	'Under the Sea'
R	'Tell Us a Story'	'Help is at Hand'	'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'	'What On Earth...?'	'Come Fly With Me!'
Y1	'Happily Ever After'	'Unity in the Community'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World'	'Come Fly With Me! Arctic Circle'
	Sound FX	Signs and Symbols				Light and Dark	Singing Inuit Throat Singing
Y2	'Inter-Nation Media Station'	'Land Ahoy!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild! All About Animals'	'Zero to Hero'
	Jingles	Singing Soundscape				African Music Jungle Soundtrack	Cheerleading
Y3	'That's All, Folks!'	'Athens v Sparta'	'Lindow Man'	'Rocky the Episaur Dinosaur'	Out and About	Under the Canopy'	'Come Fly With Me! Africa'
						Rumble in the Jungle	Hannukah
Y4	'Lightning Speed'	'Law and Order'	'Viking Warrior'	'May the Force Be With You'	'Saxon King'	Picture Our Planet	'Cry Freedom'
	Speed Fiends	Time Rules				Celtic Music	
Y5	'Mission Control'	'You're Not Invited'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'	'Global Warning'	'Come Fly With Me!'
	Cyclic Patterns Musicals	Battle Chants and Soundscape				'Global Warning' Song	National Anthems
Y6	'A World of Bright Ideas'	'Wars of the World'	'True Crime'	'In Your Element'	'Time Team'	'Full of Beans'	'I Have a Dream...'
	Evolution of Instruments	War Songs					Folk Music Slave Songs

Year 1

'Happily Ever After'

- To identify high and low-pitched sounds
- To be able to identify whether a piece of music is fast or slow
- To be able to identify whether a sound is loud or quiet
- To be able to identify whether a piece of music is loud or quiet
- To know that sound effects can be loud or quiet, fast or slow

Year 6

'Wars of the World'

- To know that the dynamics can be changed within a song
- To be able to compare the pitch of two notes
- To be able to say whether a note is higher or lower than another
- To know that music can be performed by ear, which means without using written notation
- To be able to say what the advantages of this might be-

LO & SC	Script	Learning experience	Big questions Answered	Juicy Jargon Spoken	Assessment Notes	Evidence
<p>LO: We are learning to represent different sounds using graphic notation.</p> <p>Understand the meaning of timbre, pitch and tempo.</p> <p>Use symbols to represent different sounds.</p>	<p>Today we are working with Sheeran who is a musician. Musicians are artists who create songs and sounds with either their voice, technology or instruments. Some compose, perform, or conduct music in front of an audience.</p> <p>As musicians last lesson we began to use symbols to represent different sounds. This lesson we are create compositions and using symbols to represent them.</p>	<p>Resources: graphical notation sheet (with LO).</p> <p>Remind children of learning in previous lesson. We used symbols to represent different sounds.</p> <p>Can anybody define timbre? The particular sound different instruments make.</p> <p>Who can tell me a instrument that is good to represent light? And an instrument to represent dark?</p> <p>Introduce concept of pitch – high and low sounds.</p> <p>Tempo – how fast or slow the music is.</p> <p>Listen to the introduction of When You Wish Upon a Star (link – first 18 seconds) https://www.youtube.com/watch?v=6i-mDYeHvVA</p> <p><i>Discuss</i></p> <p>What do you notice about the pitch of the music? What do you notice about the timbre of the music?</p> <p>Remind children of the graphic notation work they did on Tuesday. Show them examples of the different notation they used.</p> <p>Replay the music and ask children to draw the different sounds they can hear. Model ideas on IWB first.</p>		<p>High/ low pitch</p> <p>Graphic score</p> <p>Compose</p> <p>Composition.</p>		<p>Graphical notation sheets</p> <p>Video of performance.</p>



KS1 National Curriculum Objectives Pupils should be taught to...	Happily Ever After	Inter-Nation Media Station	Unity in the Community'	'Land Ahoy	Royal Patrons'	Dancing Spy'	Never Eat Shredded Wheat'	Paddington's Passport'	'Children's Champion'	Record Breaker'	Light Up the World'	'Going Wild!'	'Come Fly With Me!'	'Zero to Hero'
use their voices expressively and creatively 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														
experiment with, create, select and combine sounds using the inter-related dimensions of music														

What does subject leadership involve?

- **To know the structure and overview of Music – the big picture**
- **Monitoring; books, planning, pupil and staff voice.**

Assessment



Pupils

AR

CO

DE

DR

GE

HI

MU

SC

Year Five Average

3.9

3.8

3.8

3.8

3.7

3.7

3.8

3.7

Next Steps

- To personalise and adapt curriculum planning.
- Challenge greater depth and secure scaffolding for all learners.
- Complete further monitoring to understand teachers' confidence and strengths within the subject.