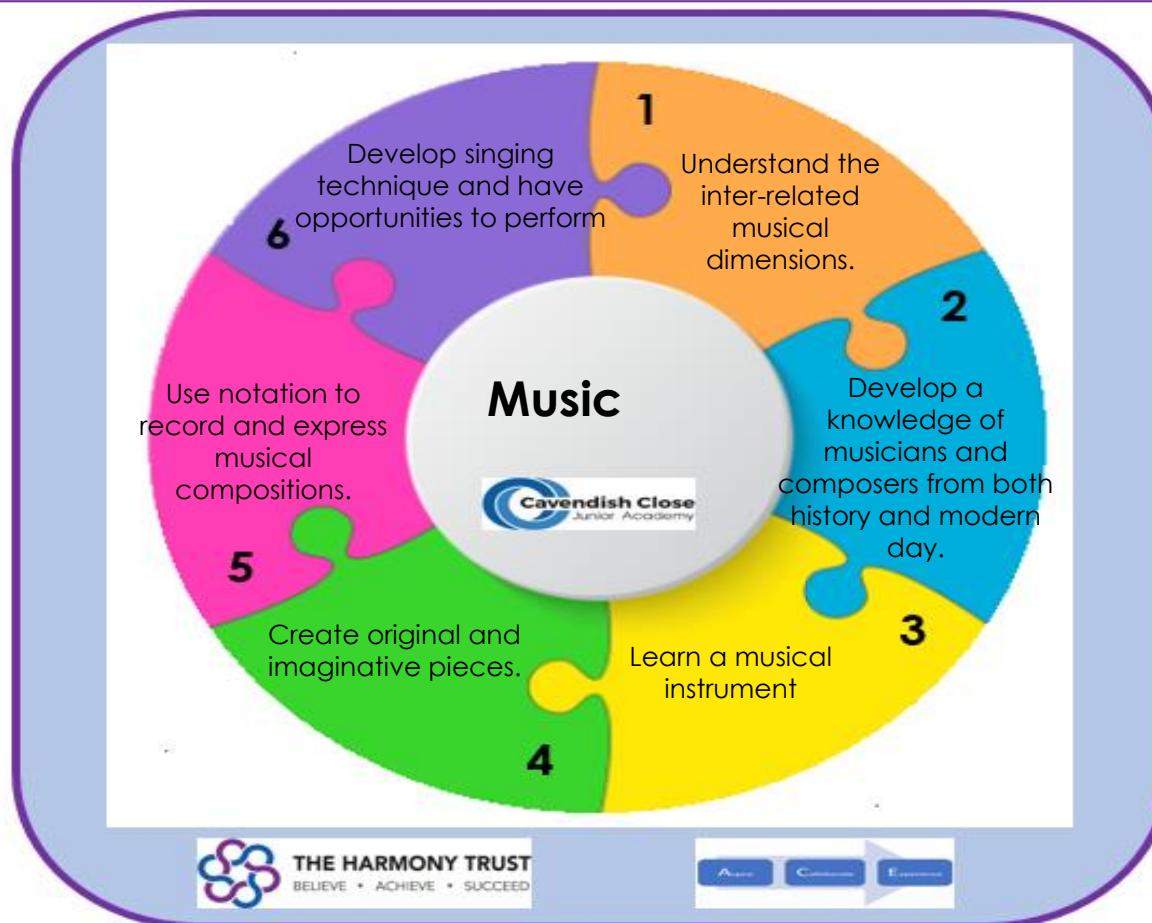




Music Intent



At Cavendish Close Junior Academy we aspire to give our pupils an enjoyable learning experience in a range of musical genres which build confidence, develop creativity and give all pupils a sense of achievement.





Music Intent



1. It is our intention that all children develop an understanding of the **inter-related musical dimensions** which will enable pupils to confidently communicate about music, effectively, accurately and appropriately.
2. It is our intention that our children develop a **knowledge of musicians and composers both from history and modern day** and how the origins of music contribute and influence the diversity of musical styles.
3. It is our intention that all children have the opportunity to **learn a musical instrument** developing creative skills, concentration and resilience.
4. It is our intention that children have an opportunity to **create original and imaginative compositions** and perform these with confidence.
5. It is our intention that children can **use notation to record compositions** in order to express their musical understanding and develop technical expertise.
6. It is our intention that children **develop their singing technique and have opportunities to sing and perform to an audience and in different contexts.**



Music Implementation



Units of study that are requirement of the national curriculum have been mapped out to ensure the teaching of the inter-related musical dimensions through a range of musical opportunities.

Year 3- Musical families, Singing, Railway Rhythms, Graphic scores

Year 4 - Brass

Year 5 - Opera – Carmen, Pentaglocks, Wonderful Weather, Holst-Major and Minor, Carnival of the Animals

Year 6 - Machine Music, Water Music, USA Roadtrip, History of music since 1930, Singing

2. All children learn a brass instrument in Year 4 and have the opportunity of carrying this on into Year 5 and beyond.

3. Opportunities are given to children throughout the year to take part in musical performances with live orchestras.

4. Singing practice takes place once a week as a whole school and children perform these songs in Friday assembly.

5. Children have the opportunity to join the school choir.

6. Each year group is taught singing in one term through an expert teacher from Derby Music Hub.

Key Outcomes				
Year 3	Year 4	Year 5	Year 6	
Musical Families 1. Children will become familiar with the different musical families of strings, brass, woodwind, keyboard and percussion. 2. Children will recognise different instruments and the family they belong to. 3. Children will recognise the sound of the instrument and understand how the sound is produced. 4. Children will recognise the different sizes of instruments and relate this to their pitch. 5. Children to listen to Peter and the Wolf by Prokofiev and begin to recognise the different instruments. 6. Children to chose a traditional tale and create the story using percussion instruments. 7. Children to listen to and appreciate music by Greig from Peer Gynt Suite – In the Hall of the Mountain King and Morning Mood and Tchaikovsky – March, Dance of the Sugar Plum Fairy, Russian Dance and Waltz of the Flowers and Saint Saens – Carnival of the Animals.	Brass 1. Children will know the different names for the brass instruments, trumpet, cornet, horn, baritone, tuba and trombone. 2. Children will understand the inter-related musical dimensions. 3. Children will imitate rhythms using clapping. 4. Children will learn how to assemble and hold instruments . 5. Children will learn to have the correct embouchure and breathing technique. 6. Children will learn to play a simple rhythm on one note and then a simple piece on 3 notes. C, D and E 7. Children will listen and identify rhythmic patterns and respond to call and response songs. 8. Children will learn the length of notes for a crotchet, quaver and minim. 9. Children will listen to and appreciate music from Grimethorpe Colliery Brass Band.	Carmen (10 weeks) 1. Children will understand what an opera is. 2. Children will learn and perform an interpretation of the opera Carmen by Georges Bizet using, singing and freeze frames. 3. Children will sing songs in a wide variety of styles, showing accuracy and expression including Toreador, Habanera and L'amour. 4. Children will sing songs showing musical expression (phrasing, changes of tempo, dynamics; reflecting the mood and character of the song and its context) 5. Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities 6. Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur 7. Explore vocal sounds to create specific effects TIMBRE	Machine Music 1.Children will listen to a range of machine music and describe using the inter-related musical dimensions. 2.Children will understand musical notation using ta, ti, ti, ta. 3. Children will learn to compose music influenced by The Industrial Revolution and make a written representation of this. 4. Children will compose with four parts. 4.Children will decide how best to perform their music and the difference between performing retrograde, in unison and rounds. 5.Children will record and evaluate their compositions. Children will listen to and appreciate music by Beethoven and Chopin and be able to recognise Beethoven's 5ths symphony and Fur Elise and Chopin's Minute Waltz and Fantaisie-Impromptu	

<p>Nativity - Singing</p> <ul style="list-style-type: none"> 1. Children will understand the importance of warming up and learn different ways to warm up the voice. 2. Children will learn to sing in tune with expression. 3. Children will learn to sing in two parts. 4. Children will breathe in the correct place when singing and demonstrate clear phrasing. 5. Children will have the correct diction of lyrics. 6. Children will begin to understand the importance of lyrics and melody and how to interpret a song musically. 7. Children will learn some traditional Christmas Carols . 8. Children will perform with confidence and accuracy, keeping in time. 			<p>Water Music</p> <ul style="list-style-type: none"> 1.Children will understand the effects of different timbres and textures within music. 2.Children will describe the difference between melodies using the inter related musical dimensions. 3.Children will understand the difference between steps and leaps and how the can be used in music. 4.Children can identify the different sections of the orchestra within a piece of music. 5.Children can describe the mood of a piece of music and how this impacts on the listener. <p>Children will listen and appreciate music by Handel and Sant Seans</p> <p>Handal's Water Music and Sant Seans – Carnival of the Animals, Aquarium and Fossils.</p>
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<p>Railway Rhythms</p> <ol style="list-style-type: none"> Children will learn what a graphic score is and follow a simple score. Children will learn how to use symbols to represent music. Children will create a graphic score based on railways. Children will learn how to represent dynamics and begin to learn the terms piano and forte, crescendo and diminuendo. Children will record and evaluate their compositions. 	<p>Brass</p> <ol style="list-style-type: none"> Children will control their voice when singing in different parts. Children will be able to sing an ostinato and sing in rounds. Children will learn how to change the pitch of notes using the mouthpiece and then learn C,D,E,F and G. Children will learn to tongue correctly. Children will be able to read and play a rhythm following ta ta, ti ti structure. Children will learn to sing and play a scale to show pitch. Children will learn the rest sign and incorporate this in melodies. Children will learn how to care for the instrument Children will recognise if a piece of music is written in 2/4, ¾ or 4/4 time. Children will recognise a treble clef. Children will understand and use dynamics of piano, mezzo piano, pianissimo, mezzo forte, forte and fortissimo. 	<p>Glockenspiel</p> <ol style="list-style-type: none"> Children will learn how to play the glockenspiel. Children will learn to play Pachelbel's Cannon in four parts. Children will learn to play a round. Children will learn the pentatonic scale and learn to play Amazing Grace. Children will compose a piece of music using the Pentatonic scale and show this in written form using ta, ta , ti ti notation. <p>Children will listen to and appraise music written using the pentatonic scale.</p>	<p>USA Roadtrip</p> <ol style="list-style-type: none"> Children will know and recognise the difference between, jazz, blues, country and rock and roll and the history of these genres. Children will identify key features of each genre. Children will explore rock and roll baselines. Children will understand triads and chords including harmony and dischord and ostinatos. Children will explore Rock Around the Clock – Bill Haley and the Comets using the inter-related musical dimensions. Children to compose in the style of rock and roll. Children will perform and evaluate. <p>Children will listen to and appreciate music by Elvis Presley, JailHouse Rock George Gershwin, Rhapsody in Blue Dolly Parton, These Boots Are Made for Walking Bob Dylan, Blowing in the Wind Mike Oldfield – Tubular Bells</p>
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<p>Four Seasons</p> <ol style="list-style-type: none"> Children will listen to and appraise the Four Seasons by Vivaldi. Children will carry out a composer study on Vivaldi. Children will discuss how the music represents each of the seasons and how the effect has been created using the inter-related musical dimensions. Children to write a poem to describe a season and compose a piece to read the poem over using a graphic score. Children to record and evaluate final composition. 		<p>Samba</p> <ol style="list-style-type: none"> Children will understand how instruments, structures and textures are used in Samba. Children will learn the names of the different Samba instruments. Children will understand the connection between Samba and carnivals. Children will perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Children will know that the 'Groove' section is the main part of a Samba. Children will use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising. Children will understand the origins of Samba music. 	<p>Music since 1930</p> <ol style="list-style-type: none"> Children will learn about the history of music since 1930 and put key musical events on a chronology. Children will learn about 1940s Big Band and how music helped in the war. Children will learn about the influence of The Beatles and the 1960s. Children will learn about the 90s music and the structure of popular music. Children will use their learning to create a presentation on a decade including a composition. <p>Children will listen to and appreciate music by Glenn Miller – In the Mood The Beatles – With a Little Help from My Friends</p>
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Carnival of the Animals

1. Children will listen and appraise *Carnival of the Animals* Aquarium by Saint Saens.
2. Children will compare Aquarium to *Peter and the Wolf* by Prokofiev.
3. Children will follow two types of graphic score. One using pictures and one with symbols.
4. Children will create a two part composition and represent using a graphic score.
5. Children will perform and evaluate their compositions.

Brass

1. Children will learn to slur two notes downwards and upwards.
2. Children will learn an extended song using 5 notes by ear using a pitch stick for support.
3. Children will listen to fanfares and discuss how the composer uses the elements of music to create different effects.
4. Children will compose a fanfare to perform as a group on their instrument.
5. Children will use a form of written notation to present their composition.
6. Children will create a repeated ostinato to go with their fanfare.
7. Trombone players will learn to glissando using their slide.

Leitmotifs/Ancient Greeks.

1. Children will learn what triple time is.
2. Children will learn and understand the importance of an accent in triple time.
3. Children will compose a melody using the Pentatonic scale in triple time.
4. Children will recognise, triple time and common time in pieces of music.
5. Children will learn that a leitmotif is a short rhythmic or melodic pattern used to represent a character.
6. Children will listen to some famous leitmotifs and discuss who they represent.
7. Children will learn about John William's film music and Holst *The Planet Suite*.
8. Children will learn the difference between major and minor and how the effects this can have on a piece/character.
9. Children will create their own leitmotif based on Greek deities or Roman gods.
10. Children will perform and evaluate their compositions and use ta ta ti ti notation to record them.

Performance

1. Children will learn to sing in harmony
2. Children will learn to sing in three parts.
3. Children will learn breathing techniques and pronunciation for the whole world.
4. Children will understand the impact of dynamics and texture within a performance.
5. Children will use all the inter related musical dimensions and perform to an audience.