

Bishop Henderson Musicians

UNDER DEVELOPMENT

Intention Statement

At Bishop Henderson Primary School, our intention is for children to gain an understanding of Music, through listening, singing, playing and composing. We aim to cultivate a sense of curiosity towards all genres of music from across the world; providing exposure to a variety of artists, styles, eras, cultures and traditions. Children will be encouraged to explore music and develop an appreciation for how music can represent different feelings, emotions and narratives to each individual. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and creativity of all children.

Early Years

Concepts (I understand)

Singing	Listening	Composition
Knowledge	Skills	Vocabulary
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Year 1

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Sing simple songs / chants and rhymes at the same pitch • Respond to simple visual directions (stop, start, loud, quiet) • Call and response songs matching the pitch with accuracy. 	<ul style="list-style-type: none"> • Listen to and appraise a range of music and songs • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Create musical sound effects in response to stimuli (rain / train) • Invent, retain and recall rhythm and pitch patterns, performing these for others and taking turns. • Use musical technology to capture, change and combine sounds
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Know the name of some basic instruments such as drum, trumpet, triangle • Know that different instruments make different sounds • Know that our voices/ the same instrument can make both loud and quite noises • Know what a beat is 	<ul style="list-style-type: none"> •Walk, move or clap a beat with others. Change the speed of the beat as the tempo of the music alters. •Use a variety of body and classroom percussion and tuned instruments to maintain a steady beat. <p>Rhythm</p> <ul style="list-style-type: none"> •Perform short copycat rhythm patterns (mix up the rhythms when clapping for attention) •Perform word pattern chants (ca-ter-pil-lar crawl, fish and chips etc) <p>Pitch</p> <ul style="list-style-type: none"> •Listen to sounds in the local school environment, comparing high and low sounds •Follow pictures and symbols to guide singing and playing (e.g. 4 dots = 4 taps on a drum) 	<p>Sing, chant, rhythm , stop, start, loud, quiet, pitch (high and low sounds), call and response, question and answer, sequence, pulse / beat, tempo, body percussion, classroom percussion, symbol</p>

Year 2

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Sing songs regularly, with a small pitch range (do-so), pitching accurately and with increasing voice control. • Know the meaning of dynamics, tempo and demonstrate these responding to leaders' direction and visual symbols. Begin to introduce vocabulary to match this. 	<ul style="list-style-type: none"> • Recorded and live performances • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Create music in response to non-musical stimuli (a storm, car race, rocket launch) • Work with a partner to create a musical conversation (question and answer) on untuned percussion instruments • Create and record these using graphic symbols, dot notation or stick notation as appropriate. • Use musical technology to capture, change and combine sounds
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Know the meaning of dynamics, tempo and demonstrate these responding to leaders' direction and visual symbols. Begin to introduce vocabulary to match this. • Have an understanding of stories, origins, traditions, history and social context of music. • Know the difference between percussion, woodwind, string, and brass and name some instruments in each category • Know what pitch is and that the same instrument/items can make both loud and quiet noise • Understand the speed of the beat can change (tempo) 	<ul style="list-style-type: none"> • Mark the beat when listening to a piece by clapping or tapping, recognising any changes. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support shared coordination and movement with others. • Play copycat rhythms and invent rhythms for others to follow on untuned percussion (clapping) • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythms • Begin to represent them with stick notation (inc. crotchets, quavers and crotchet rests) • Create and perform their own chanted rhythm patterns from the same stick notation • Play a range of singing games based on the cuckoo interval. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes in short melodic phrases with actions (stand up/sit down, hands high/hands low) • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 	<p>Dynamics, tempo, crescendo, pause, decrescendo/ Diminuendo, rest, graphic symbols, dot notation, stick notation, coordination, left and right, beat groupings, crotchets, quavers, crotche, rests. pulse/ beat, cuckoo, interval, melodic phrases, untuned percussion, tuned percussion</p>

Year 3

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures • Perform forte and piano • Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed as the tempo alters. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Recorded and live performances (inc. other schools / year groups) • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Become more skilled in improvising by inventing short 'on-the-spot' responses using a limited note range. • Begin to structure ideas (echo, question and answer phrases) to create music that has a beginning, a middle and an end. • Compose responses to different stimuli and sources (stories, verse, painting and photographs) • Combine known rhythmic notation with letter names to create rising and falling phrases (using just three notes – do,re,mi) • Compose song accompaniments on untuned percussion using known rhythms and note values.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Introduce and understand the difference between crotchets and paired quavers • Be aware of different types of music in the UK and internationally • Know that different notes can be used to make song/tune/rhythm • Start to recognise that different instruments bring different affects to a piece of music i.e. base. 	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or melodic instruments • Play and perform melodies following staff notation using a small range (middle C – E) as a whole class or small groups • Use listening skills to order phrases correctly using dot notation, showing different arrangements of notes (C-D-E, C-C-D etc) • Individually (solo) copy melodic phrases with accuracy at different speeds (allegro and adagio). Extend to question and answer phrases. • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Unison, forte, piano, tempo, choir, beat Improvising, tuned /untuned percussion, echo, question and answer phrases, rhythms, note values, melody, melodic instruments, staff notation, trio, quartet, solo, allegro, adagio, stave, clef, crotchets, paired quavers, quavers</p>

Year 4

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave, beginning to use small and large leaps. • Sing rounds and partner songs in different time signatures (2,3 and 4 time) • Begin to sing songs with a simple second part harmony • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Recorded and live performances (inc. other schools / year groups) • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches using the instruments they are learning. • Begin to make use of musical features including legato (smooth) and staccato (detached) • Begin to make composition decision about the overall structure of the improvisations. • Combine known rhythmic notation with letter names to create a short pentatonic phrase • Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (minim, crotchet, crotchet rest and paired quavers) to create sequences of 2, 3 or 4 beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood (e.g. to a short film clip) • Introduce major and minor chords. • Include the instruments learnt as whole class to broaden range of sound palette available. • Capture and record creative ideas using a variety of; graphic symbols, rhythmic notation and time signatures, staff notation, technology.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Understand the differences between minims, crotchets, paired quavers and rests. • Know popular music's types in the UK, and internationally, and comment on preference • Begin to understand what a triad is 	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or melodic instruments over a sustained learning period. • Play and perform melodies following staff notation using a small range (middle C – G) as a whole class or small groups • Perform in two or more parts (e.g. melody and accompaniment or duet) from simple notation using these instruments. • Identify static and moving parts. 	<p>Octave, rounds, partner songs, time signatures, harmony, pentatonic, improvise, legato, staccato, minim, crotchet, crotchet rest, paired quavers, bars, major, minor, chords, graphic symbols, rhythmic notation, staff notation, melody, accompaniment duet, static, moving parts, scores, texture, parts, ensemble</p>

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| | <ul style="list-style-type: none">• Copy short melodic phrases including those using the pentatonic scale (C,D,E,G,A)• Read and perform pitch notation within a defined range (C-G)• Follow and perform simple rhythmic scores to a steady beat; | |
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Year 5

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Sing a broad range of songs with a sense of ensemble and performance • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • Recorded and live performances (inc. other schools / year groups) • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment using a wider range of dynamics • Compose melodies made from pairs of phrases (C major or A minor). These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece (3 parts – ABA). • Use chords to compose music to evoke a specific atmosphere, mood or environment (based on an actual piece of music, silent film, scene in a play or book). • Capture and record creative ideas using a variety of; graphic symbols, rhythmic notation and time signatures, staff notation, technology.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. • Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Know the different musical styles can influence others i.e. R&B – Rock n Roll – Heavy Metal 	<ul style="list-style-type: none"> • Play melodies on tuned percussion and melodic instruments or keyboards, following staff notation written on one staff, using the notes within the Middle C-C range (initially done as whole class with greater independence gained each lesson through small group performances). • Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements, combining instruments to form a mixed ensemble (school orchestra). • Begin to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies • Further 	<p>Phrasing, verse, chorus, dynamics, forte, piano, chords time signatures, (2/4, 3/4, 4/4), staff notation, repertoire, arrangements, ensemble, orchestra, playing by ear, semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers</p>

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| | <ul style="list-style-type: none">• Begin to understand the difference between 2/4, 3/4, and 4/4 time signatures• Read and perform pitch notation within an octave (C-C).• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | |
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Year 6

Concepts (I understand)

Singing	Listening	Composition
<ul style="list-style-type: none"> • Sing a broad range of songs with a sense of ensemble and performance (Observing rhythm, phrasing, accurate pitching and appropriate style.). • Sing three and four-part rounds, partner songs and experiment with positioning of singers randomly within the group (i.e. not singing in sections – this develops greater listening skills, balance between parts and vocal independence.) • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience 	<ul style="list-style-type: none"> • Recorded and live performances (inc. other schools / year groups) • Develop an understanding of stories, origins, traditions, history and social context of music. 	<ul style="list-style-type: none"> • Extend improvisation skills through working in small groups to: <ol style="list-style-type: none"> 1. Create music with multiple sections that include repetition and contrast. 2. Use chord changes as part of an improvised sequence. 3. Extend beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Plan and compose an 8 or 16 beat phrase using the pentatonic scale (C,D,G,E,A) and incorporate rhythmic variety and interest. • Play composed melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece. Use available music software to create and record it, discussing how musical contrasts are achieved.
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Further understand the differences between note lengths and their equivalent rests. • Understand how technology has shaped music • Know different formats that music can be accessed 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one stave and using notes within an octave range (C-C). • Make decisions about dynamic range • Accompany a melody using block chords or a bass line • Engage with others through ensemble playing, with pupils taking on the melody or accompaniment role • • Further develop the skills to read and perform pitch notation within an octave (C-C) 	<p>syncopated rhythm, choir, phrasing, pitching, style, three or four-part rounds, positioning, groove, G major, E minor, ternary, contrasts, dynamics (fortissimo, forte, mezzo forte, piano, mezzo piano, pianissimo), block chords, bass line, note lengths, (semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers, quavers quaver rests, semibreve rest, minim rest)</p>

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| | <ul style="list-style-type: none">• Read and play confidently from rhythm notation cards / notation for a four bar phrase and rhythmic scores in up to 4 parts that contain rhythms, note names and note durations. | |
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