



## Our Approach to Teaching Music

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

### **What is the big picture for music?**

The purpose of music is to give children an appreciation, understanding and experience of music as a powerful form of creativity. Through music, children can gain a valuable appreciation of other countries and cultures and this is perhaps the most important aspect of music - that it is truly a global language that transcends cultural/racial differences. It is a powerful and effective means of bringing people together.

In lessons, children are given the opportunity to listen to and appraise pieces of music from across different times, cultures and regions. They are enabled to do this through an understanding of the interrelated dimensions of music: pitch, tempo, texture, structure, timbre, notation and volume. Children are also encouraged to make music using recorders and glockenspiels - this includes playing along to notated music and improvising along to a soundtrack. Children are also given regular opportunities to sing in both music lessons and singing assemblies, to further expose them to the joyful shared experience of mass music-making and, hopefully, imbue in them a life-long love of music. Music teaching at our school is facilitated by the Charanga music teaching programme - an online interactive teaching tool with a wide array of resources, which meets both the objectives of the National Curriculum and the New Model Music Curriculum.

### **What is magical about it?**

Music is a subject that allows children to play, create and explore in a way that they may not have encountered before. The magic of music lies in its universality and creativity. As a universal language, it is almost unique in its ability to give people a profound and moving shared-experience.

Listening to and appraising different genres of world music gives children a better appreciation and understanding of different cultures and regions. As Whitehall Junior School is such a diverse school, music is particularly important in helping the children to bond through the shared creative experiences of music-making. Shared music-making, using the instruments, also gives the children an almost unique opportunity to create and play in a joyful way.

### **Why is music an important subject to learn?**

Music is an important subject for numerous reasons. Music gives children an important means of self-expression; for some children it may be their only effective way of being able to express themselves. Teaching children about different genres of music gives children an appreciation and respect for different cultures and traditions. The range of skills involved in music-making and appraisal mean that it is a truly creative process that engages various parts of the brain simultaneously. Research has also shown that teaching music to children can help with their overall brain development.

### **What do we love about music?**

- It enriches our lives through creativity and shared-experience.
- It gives us a chance to understand different eras and cultures.
- It connects us to the peoples and cultures in the world around us.

- It celebrates diversity and inclusion.

### How do we want our pupils to talk about music?

- To have an understanding of the **inter-related dimensions of music: pitch, tempo, texture, structure, timbre, notation and volume.**
- To understand **improvisation and composition.**
- To be enthusiastic about listening to and making music.
- To be curious about the different types of music in the world.
- To have a respect for different cultures and the music associated with those cultures.

*'Music is a world within itself, with a language we all understand.'* Stevie Wonder

### Our approach to teaching music

Lesson 1	<p>Starter/Warm Up: Answer key questions from Charanga PowerPoint when appraising the initial song. Read historical information/biography and identify where the piece lies within the timeline and around the world using Google Earth. Listening activities will include a wide range of genres from different eras and cultures over the course of study. Stick in historical/biographical extract.</p> <p>Complete warm up task, utilising year group percussion box.</p> <p>Main: Follow Charanga's singing/performing and composing element. Teach children a song, line by line, and then perform as a class. Introduce key vocabulary. Refer to our school's vocabulary lists and explore associated etymology. Listen to the piece of music and introduce children to the inter-related dimensions of music: pitch, tempo, texture, structure, timbre, notation and volume. Then ask children to identify the various inter-related dimensions within the piece of music being explored.</p> <p>During the first lesson, record initial singing performance for pre-unit assessment.</p> <p>Plenary: AfL question related to the following 'I can' statements taken from the assessment section of the red book.</p> <ul style="list-style-type: none"> <li>- I can identify the instruments used in a piece of music</li> <li>- I can use musical words (duration, dynamics, pitch, silence, tempo, texture, timbre) to describe a piece of music and compositions.</li> <li>- I can use musical words to describe what I like and dislike.</li> <li>- I can tell whether a change is gradual or sudden.</li> <li>- I can identify repetition, contrasts and variations.</li> </ul>
Lesson 2	<p>Starter/Warm Up: Introduce a rhythm activity to children. For example, teacher claps a rhythm and class clap it back. Then, using picture stimuli from Pobble 365 or similar, children are to consider the type of music they would compose to represent the image using the key vocabulary.</p> <p>Key vocabulary: pitch, tempo, texture, structure, timbre, notation and volume.</p> <p>Complete warm up task, utilising year group percussion box.</p> <p>Main: Follow Charanga's singing/performing and composing element.</p> <p>If using instruments, when playing or composing music, children are to record notes using Whitehall stave sheets. Use musical notation to teach the piece, exploring both the notes and values which can be displayed, for support, on screen.</p> <p>If just singing, children need to self-assess progress made during the lesson.</p>

	<p>Plenary: AfL question related to the following 'I can' statements taken from the 'Composing/Improvising' section of the red book.</p> <ul style="list-style-type: none"> <li>- I can use different elements (Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre) in my composition/improvisation.</li> <li>- I can read and play notes from sheet music.</li> <li>- I can create repeated patterns with different instruments.</li> <li>- I can compose/improvise melodies.</li> <li>- I can use chime bars to learn the letter names of musical notes.</li> <li>- I can create accompaniments for tunes.</li> <li>- I can combine different sounds to create a specific mood or feeling.</li> <li>- I can understand how the use of tempo can provide contrast within a piece of music.</li> </ul>
Lesson 3	<p>Starter/Warm Up: Introduce a pitch activity to children. For example, teacher sings a short riff and children repeat. Then, listen to a piece of music and ask the children to decide what animal the music could represent. Children are to consider the movement, mannerisms, natural instincts, habitat, etc. How best can the children use the key vocabulary within their explanation?</p> <p>Key vocabulary: pitch, tempo, texture, structure, timbre, notation and volume.</p> <p>Complete warm up task, utilising year group percussion box. Teach children how to improvise on their instruments whilst playing along to a soundtrack - all children have a chance to improvise on their percussion instruments.</p> <p>Main: Follow Charanga's singing/performing and composing element.</p> <p>If using instruments, when playing or composing music, children are to record notes learnt using Whitehall stave sheets.</p> <p>If just singing, children need to self-assess progress made during the lesson.</p> <p>Plenary: AfL question related to the following 'I can' statements taken from the 'Composing/Improvising' section of the red book.</p> <ul style="list-style-type: none"> <li>- I can use different elements (Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre) in my composition/improvisation.</li> <li>- I can read and play notes from sheet music</li> <li>- I can create repeated patterns with different instruments.</li> <li>- I can compose/improvise melodies</li> <li>- I can use chime bars to learn the letter names of musical notes.</li> <li>- I can create accompaniments for tunes.</li> <li>- I can combine different sounds to create a specific mood or feeling.</li> <li>- I can understand how the use of tempo can provide contrast within a piece of music.</li> </ul>
Lesson 4	<p>Starter/Warm Up: Using a haiku or short poem, children are to consider the music they would compose to represent the poetry using the key vocabulary.</p> <p>Key vocabulary: pitch, tempo, texture, structure, timbre, notation and volume.</p> <p>Complete warm up task, utilising year group percussion box.</p> <p>Main: Follow Charanga's singing/performing and composing element.</p> <p>If using instruments, when playing or composing music, children are to record notes learnt using Whitehall stave sheets.</p>

	<p>If just singing, children need to self-assess progress made during the lesson.</p> <p>Plenary: AfL question related to the following 'I can' statements taken from the 'Composing/Improvising' section of the red book.</p> <ul style="list-style-type: none"> <li>- I can use different elements (Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre) in my composition/improvisation.</li> <li>- I can read and play notes from sheet music</li> <li>- I can create repeated patterns with different instruments.</li> <li>- I can compose/improvise melodies</li> <li>- I can use chime bars to learn the letter names of musical notes.</li> <li>- I can create accompaniments for tunes.</li> <li>- I can combine different sounds to create a specific mood or feeling. <ul style="list-style-type: none"> <li>• - I can understand how the use of tempo can provide contrast within a piece of music.</li> </ul> </li> </ul>
Lesson 5	<p>Starter/Warm Up: Listen to the selected music; the children are to create an image that comes to their mind when listening to the piece. They need to consider shapes, textures and colours. Is it an abstract image or does a particular object come to the forefront of their mind?</p> <p>Complete warm up task, utilising year group percussion box.</p> <p>Main: Follow Charanga's singing/performing and composing element.</p> <p>If using instruments, when playing or composing music, children are to record notes learnt using Whitehall stave sheets.</p> <p>If just singing, children need to self-assess progress made during the lesson.</p> <p>Plenary: AfL question related to the following 'I can' statements taken from the 'Performing' section of the red book.</p> <ul style="list-style-type: none"> <li>- I can sing in tune with expression.</li> <li>- I can control my voice when singing.</li> <li>- I can play clear notes on instruments.</li> <li>- I can work with a partner to create a piece of music using more than one instrument (tuned or un-tuned).</li> </ul>
Lesson 6	<p>Starter/Warm Up: Listen to the piece of music and ask the children to decide which environment they feel they would like to listen to this music in, justifying their reasons.</p> <p>Key vocabulary: pitch, tempo, texture, structure, timbre, notation and volume. Complete warm up task, utilising year group percussion box.</p> <p>Main: Follow Charanga's performing and composing element.</p> <p>Record the end of unit performance to determine teacher assessment. Discuss outcomes as a class to evaluate the unit; celebrate successes and identify next steps.</p> <p>If using instruments, when playing or composing music, children are to record notes learnt using Whitehall stave sheets.</p> <p>If just singing, children need to self-assess the progress made during the lesson.</p>

Plenary: As the unit finishes, select AfL questions based upon the objectives covered to enable pupils to self-reflect and evaluate their progress over the half-term. Recap all that has been learnt, to include musical terminology. AfL questions can be related to the following 'I can' statements taken from the 'Performing' section of the red book.

- I can sing in tune with expression.
- I can control my voice when singing.
- I can play clear notes on instruments.
- I can work with a partner to create a piece of music using more than one instrument (tuned or un-tuned).