

Music at Mill Lane

Finding the inner musician in us all

At Mill Lane Community Primary School and the Windmill Nursery, it is our intent that we make music an enjoyable learning experience and our aim is to develop a curiosity and love of all things musical. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.



Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with -and awareness of- others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose—either as a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

In addition to work in class, we are proud to be able to offer additional curricular musical opportunities. Joyful music provide a range of individual and group peripatetic lessons in piano, guitar, ukelele, drums and recorder. We also work alongside 'Rock Steady' who provide group rock band sessions. In addition to this, we have a very active school choir, founded in 1974, who perform both locally and also annually at Dorchester Abbey and the O2 Arena Young Voices concerts.

"Music is the great uniter. An incredible force. Something that people who differ on everything and anything else can have in common." Sarah Dessen

Music in The Early Years

In the Nursery, pupils will be taught to:

- *Sing a large repertoire of songs*
- *Listen with increased attention to sounds.*
- *Respond to what they have heard, expressing their thoughts and feelings.*
- *Remember and sing entire songs.*
- *Sing the pitch of a tone sung by another person ('pitch match').*
- *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.*
- *Create their own songs, or improvise a song around one they know.*
- *Play instruments with increasing control to express their feelings and ideas*

In Reception, pupils will be taught to:

- *Listen carefully to rhymes and songs, paying attention to how they sound.*
- *Learn rhymes, poems and songs.*
- *Combine different movements with ease and fluency.*
- *Explore, use and refine a variety of artistic effects to express their ideas and feelings.*
- *Return to and build on their previous learning, refining ideas and developing their ability to represent them.*
- *Create collaboratively, sharing ideas, resources and skills.*
- *Listen attentively, move to and talk about music, expressing their feelings and responses.*
- *Sing in a group or on their own, increasingly matching the pitch and following the melody.*
- *Explore and engage in music making and dance, performing solo or in groups*
- *Sing a range of well-known nursery rhymes and songs.*
- *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music*

Music in Year One

In Year 1, the children will begin to recognise and understand the difference between pitch and rhythm. They will begin to describe the character, mood or story of a piece of music, both verbally and through movement. They will learn to describe the differences between two pieces of music and be able to express basic opinions about a piece (eg: whether they like or dislike it). They will listen to and copy short, simple rhythmic patterns and learn to play as part of a group of performers.

Pupils will select and create short sequences of sound using their voices and/or instruments to represent a given idea or character. They will begin to combine instruments with their voices and create simple melodies using a few notes. Some pupils will begin to create simple graphic scores of their work to represent their compositions and be able to follow these. All pupils will begin to make improvements to their work, as suggested by the class teacher.

When they perform, pupils will learn to use their voices expressively to speak, sing and chant. They will sing short songs from memory, maintaining the overall shape of the melody and keeping in time. They will focus on maintaining the beat (pulse) using their hands and untuned percussion instruments.

The children will learn that 'timbre' means the quality of a sound and discover that their voices can create different timbres to help tell a story. They will learn that music has layers, called 'texture' and also that a piece of music can have more than one section (such as a verse and a chorus). They will begin to learn that music can be represented graphically using pictures and symbols. They will also investigate the idea of 'pitch' and the differences between high and low note sounds

Hey You!

In this first unit of work, the children will learn to find a pulse, perform in time and add simple tuned accompaniment to the song. They will rap, sing and play instruments, as well as using simple body percussion.

Rhythm In The Way We Walk & Banana Rap

Pupils will build on the rapping skills they learned in 'Hey You!' and begin to use their bodies to express how they feel through the medium of dance. They will learn to identify and recognise different instruments and voices within a piece of music.

In The Groove

Children will listen to music in six different distinct styles (blues, Latin, folk, funk, baroque and bhangra) and learn to identify the pulse in each one, using their bodies to help them show this. They will perform to each other and learn to be expressive whilst doing this, reacting differently to different styles of music.

Round and Round

The children will learn simple songs from memory and then incorporate these in 'rounds.' They will explore the importance of pulse, rhythm and pitch and see how changes in one can affect the piece of music.

Your Imagination

In this sequence of lessons, the pupils will learn to be imaginative and compose their own short sequences to accompany parts of the song

Reflect, Rewind and Replay

The children will be introduced to classical music and will learn to appraise pieces, giving their own opinions using simple musical terminology. They will explore pitch and rhythm and investigate different instruments and layers within the music.

Music in Year Two

In Year 2, children will begin to learn to recognise changes within pieces of music, including features in the structure and timbre. They will begin to become more familiar with a wider range of instruments and be encouraged to recognise their sounds when listening. They will practise listening to, and then repeating, a short, simple melody. When listening to their work and that of other children, they will learn how to suggest the kinds of improvements which would help make the performance better.

The children will continue to compose their own pieces of music, selecting and creating longer sequences of appropriate sounds with voices and/or instruments to represent a given character or idea. They will have access to five or more notes to create their melodies and begin to use the note names and graphical notation to represent the details of their compositions.

The children will learn short songs from memory with increasing melodic and rhythmic accuracy and begin to copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. They will also begin to copy short melodic patterns by ear, either using their voices or tuned percussion.

As they become more experienced in using a wider selection of instruments, they will learn that certain instruments lend themselves to creating 'real life' sound effects and that some instruments can be matched to animal noises based on timbre.

The children will continue to use and create graphic scores which show pictures of the layers, or 'texture' of a piece of music. They will also be able to experiment with this idea using computer software.

Hands, Feet, Heart

Pupils will experience the music of South Africa and, in particular, Afropop. They will learn a song and add instrumental accompaniments, both by using a graphic score and through their own improvisation.

Ho Ho Ho

Children will link their musical learning to the Christmas story and discover the changing styles of Christmas music, including Big Bands, Motown and Elvis.

I Wanna Play In A Band

The children will learn to work together and play rhythmic compositions. They will explore the genre of rock music and have the opportunity to develop their own compositions and improvisations.

Zootime

Children will compose music to accompany animal poetry and will learn to replicate animal sounds using various instruments and their voices. They will be introduced to Reggae music.

Friendship Song

This unit of work encourages children to work together to create lyrics around the theme of friendship. They will collaborate and use the theme of kindness in their work. They will compare pop and soul music.

Reflect, Rewind and Replay

This unit is a culmination of the year's work and will give the children the opportunity to place the music from the whole year into the correct historical contexts and stylistic genres. The children will also listen to a wider range of Western classical music and learn to use age-appropriate vocabulary to help them describe it.

Music in Year Three

As they enter Key Stage 2, children in Year 3 will be introduced more widely to music from different parts of the world and from different periods in history, and begin to identify differences in the features. They will listen to a range of music genres (for example, Indian, classical, Chinese, battle songs, ballads and jazz) and begin to identify common features. They will start to use a wider musical vocabulary when recognising and explaining the changes within a piece of music; for example, describing the texture, timbre and dynamic details of a piece. They will also begin to show an awareness of 'metre.'

In response to listening to a wider variety of genres, pupils will have to opportunity to compose music in a given style using both voices and instruments. They will combine melodies and rhythms and compose multi-layered pieces, including the use of the pentatonic scale (using the notes C D E G A). When recording their compositions, they will use musical notation (graphic or staff) to represent both pitch and rhythm and begin to use musical vocabulary (eg: crescendo).

The children will learn that the group of pitches in a song is called its 'key' and that a key, along with the timbre of instruments, can determine whether a piece sounds happy or sad. They will learn that different notes have different durations, and that crotchets are worth one whole beat—and that this is represented in how a note is physically written. They will start to understand how music is 'read' using symbolic notation on a stave.

Let Your Spirit Fly

As they begin Year 3, children will be introduced to R&B and Motown music and they will learn the song 'Let Your Spirit Fly' with these styles in mind. They will add simple tuned accompaniments.

Glockenspiel—Stage 1

Although they will have already used limited tuned percussion, this unit focuses on introducing the children to the language of music, theory and composition. Children will have the opportunity to follow simple scores, compose and improvise.

Three Little Birds

In this unit of work, the children will be introduced to Jamaican animal poetry. They will compose, improvise and perform in the style of Reggae music.

The Dragon Song

Pupils will focus on the themes of kindness and acceptance during this unit of work, while thinking about the importance of protecting the environment. They will learn about the significance of dragons in different cultures and see how this is represented in different styles of music around the world.

Bringing Us Together

Children will learn about how music can unite people in different ways and how disco anthems are a way of doing this, encouraging friendship and enjoyment. They will consider the themes of kindness and friendship in their own music.

Reflect, Rewind and Play

The children will revisit all of their music from throughout the year and they will continue to build on their musical timelines, placing the pieces they have learned into their correct historical contexts and genres. They will continue to enrich their musical vocabulary, learning new terminology.

Music in Year Four

In Year 4, children will begin to learn about the development and use of motifs in music. They will learn to recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (for example, samba, rock & roll).

The children will be encouraged to compose coherent pieces in a given style, with voices, bodies and instruments and to improvise musically within given styles. They will develop melodies using rhythmic variation, transposition, inversion and looping, and create pieces of music with at least four different layers and a clear structure. When composing, they will use note names, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. They will continue to suggest improvements to their own and others' work, using musical terms to support this.

The children will continue to develop their skills as performers and sing longer songs in a variety of styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. When performing, they will sing and play in time with their peers with accuracy and an awareness of their part in the group performance. They will learn to play melody parts using tuned percussion, while developing their instrumental techniques, playing syncopated rhythms with accuracy, control and fluency.

Pupils will continue to build a picture of the history of music, recognizing and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

They will learn that the bass line is the lowest pitch line of notes in a piece and that 'transposing' a melody means changing its 'key', making it higher or lower pitched. The children will experiment with combining different instruments to create different layers of texture and know that 'motifs' are repeated note patterns or rhythms. They will learn that making variations in the dynamics of a piece of music can change its texture. They will also learn about harmony and how playing two notes at one time can sound effective.

Mamma Mia

As they begin Year 4, children will learn about ABBA and how they were a popular phenomenon in their day. They will explore and learn the song Mamma Mia, adding their own composed and improvised accompaniments. They will also compare and contrast this song with other ABBA songs.

Glockenspiel Stage 2

The children will continue to learn basic instrumental skills and build upon those learned in Year 3. They will explore playing the instruments in a variety of styles while developing their understanding of the

Stop!

In this unit of work, the children will focus on rap as the main genre, learning and performing the grime-inspired 'Stop!' which gives strong messages about anti-bullying. The children will write their own rap lyrics and perform these within the song. They will also explore the genres of Bhangra, tango, classical and Latin fusion.

Lean On Me

Pupils will be introduced to Gospel music and explore its historical contexts from Beethoven to slavery, Elvis to the urban gospel of Beyonce and different choirs, like the London Community Gospel choir. They will learn the song and consider the elements needed to produce an uplifting

Blackbird

Building on their work on ABBA, the children will be introduced to the world-famous music of the Beatles and explore the musical contexts of the 1960s, in particular the civil rights movement and how this directly influenced popular music.

Reflect, Rewind and Replay

The children will revisit all of their music from throughout the year and they will continue to build on their musical timelines, placing the pieces they have learned into their correct historical contexts and genres. They will continue to enrich their musical vocabulary, learning new terminology.

Music in Year Five

In Year 5, children will begin to recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (for example, South/West African, musical theatre, blues, dance). They will learn to represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. They will continue to broaden their knowledge of musical terms and use this when discussing and evaluating music they listen to, both recorded and performed in class.

Pupils will compose detailed pieces of music from a given stimulus with voices, bodies and instruments (for example, remix, colours, stories and drama). They will learn to improvise coherently within the given style and combine rhythmic patterns (ostinato) into a multi-layered composition using all of the inter-related dimensions of music to add musical interest. They will use staff notation to record rhythms and melodies, while selecting, discussing and refining their musical choices both alone and with others. When evaluating compositions of others, they may suggest or demonstrate constructive improvements.

As they further appreciate the history of music, children should become more confident in discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Pupils will learn that a minor key, along with a slow tempo, can be used to make the music sound sad and, conversely, that major chords create a bright, happy sound. They will learn that 'bent' notes vary in pitch, making the sound 'slide' up and down. They will experiment with creating different effects with their voices and that their own individual timbre can be adapted by using the voice in different ways.

They will continue to develop a strong sense of rhythm, learning that the duration of a note can be shown using a repeated symbol or the size of a symbol on a graphic score

Living on a Prayer

Pupils will learn to sing and play instrumental parts (using note range D,E,F#,G,A,B,C and rhythm values quavers, crotchets, dotted quavers, dotted crotchets). They will explore rock genre music in depth.

Classroom Jazz!

Children will use two tunes 'Three Note Bossa' and 'Five Note Swing' to explore jazz and improvisation (using the note range D,E,F,G,A,B and the rhythm values crotchets and rests).

Make You Feel My Love

Pupils will learn to sing and play instrumental parts (using note range B,C,D,E,F,G and rhythm values quavers, crotchets, minims and semibreves). They will explore the pop ballad genre in depth.

The Fresh Prince of Bel Air

Pupils will learn to sing and play instrumental parts (using note range C,D,E,F,G,A and rhythm values quavers, crotchets, minims and semibreves). They will explore hip-hop genre in depth.

Dancing in the Street

Pupils will learn to sing and play instrumental parts (using note range D,F,G,A and rhythm values quavers, crotchets, semibreves and rests). They will explore Motown genre in depth.

Reflect, Rewind and Replay

Learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Music in Year Six

By the end of Year 6, pupils should be able to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. They will be able to confidently discuss the stylistic features of music, relating it to other aspects of the arts (for example, film and pop art). They will learn to identify how the features of a song can complement one another to create a coherent overall effect. They will be able to confidently use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

When they are composing, the children will be encouraged to be creative and coherent, while incorporating given features. They will use different layers within their music, incorporating instruments, voice and body percussion. The children will compose original songs, incorporating the writing of lyrics, melodies and the composition of accompanying features, within a given structure. Within their compositions, they will be expected to develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. They will record their own compositions using appropriate forms of notation and/or technology. They will learn to constructively critique their own and others' work, using musical vocabulary.

When performing, children will sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. They will work in groups to perform a piece of music, adjusting the interrelated dimensions as required, keeping in time with others and communicating with the group. Pupils will take on different roles, such as leading or performing a solo. Children will record and perform from scores using both graphic and staff notation. They will also experience performing following a conductor's cues and directions.

Pupils will be encouraged to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Pupils will learn that the tonic solfa syllables represent the pitches in an octave and will continue to experiment with major and minor keys to reflect the emotions of a piece of music. They will learn that all types of notation show note duration and that 'rests' are included to show where nothing is played. They will change melodies by adapting the dynamics, pitch or tempo.

Pupils will learn that timbre can also be thought of as 'tone colour' and can be described in many ways, eg warm or cold, rich or bright. They will experiment by adding or removing instruments in a piece to create textural and dynamic changes. They will begin to use chords and learn that chord progression is a sequence of chords that repeats throughout a song.

Happy

Pupils will learn to sing and play instrumental parts (using note range E,D,C,B,A,G,E and rhythm values of quavers, dotted crotchets, minims, semibreves and rests)

Classroom Jazz (2)

Using two tunes 'Bacharach Anorak' and 'Meet The Blues', pupils will explore jazz and improvisation. Exploring the keys of C Major (using note range C,D,E,F,G,A,B,C and rhythm values crochets and quavers) and C Blues (note range C,Bb,G,F,C)

A New Year's Carol

An exploration of a song, A New Year's Carol, from Benjamin Britten's Friday Afternoons including gospel and classical versions. Children will learn to sing and learn different rhythmic phrases from the song.

Music and Me (Representation in Music)

Including contextual listening of the work of a range of empowering and inspirational female musical role models, video interviews and composition based on the topic using music technology program.

You've Got a Friend

Pupils will learn to sing and play instrumental parts (using note range C,D,E,F,G,A,B and rhythm values crochets, quavers, dotted crotchets, minims, dotted minims, semibreves and rests).

No Business Like Show Business

The children will learn the songs to a chosen musical and develop these for a performance to parents. This will include solo, part and ensemble singing.