

Waverley Abbey Musician

All things are possible for one who believes – Mark 9:23.

At Waverley Abbey School, we believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. By providing a high quality musical education, pupils are encouraged to explore the world of music and to be introduced to as many new musical experiences as possible. The aim of our music department is to open children's eyes and ears to a diverse musical programme that will be the foundation for a lifelong love of music.

What the National Curriculum requires in music at KS2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Curriculum enrichment – We have a fantastic school choir for children of all ages, which practises a range of genres. Once a week we have a singing worship assembly, for all children to appreciate a wide range of musical artists thus allowing them to push their talents further and encourage new learners to flourish and enjoy learning music.

Year 4 students will have the opportunity to learn the clarinet through Surrey Arts with the hope to inspire them to learn an instrument in the future.

Many students will also participate in music lessons to learn a range of instruments.

		Year 3	Year 4	Year 5	Year 6
Topics studied	Aut 1	<p>Mamma Mia</p> <p>To be able to find the pulse.</p> <p>To copy back a rhythm.</p> <p>To copy back pitch.</p>	<p>Clarinets (first two classes)</p> <p>To know the correct posture, breathing and handling when playing the clarinet.</p> <p>To be able to produce 3 notes (G, F, E) using correct embouchure and finger positions.</p> <p>To perform using the notes above as an ensemble, in unison, while demonstrating rhythmic awareness by staying in time with the music.</p>	<p>Clarinets</p> <p>To recap the correct posture, breathing and handling when playing an instrument.</p> <p>To recap notes B A G C F and G and equivalent rests.</p> <p>To use knowledge of notes to play the correct tempo, pulse and rhythm.</p> <p>Create, rehearse a composition in small groups or whole class.</p>	<p>Ukuleles</p> <p>Know the history of the Ukulele and its origins.</p> <p>Listen and appraise a selection of music using ukulele.</p> <p>To learn the correct posture and handling when playing an instrument.</p> <p>Learn to strum and pluck strings</p> <p>Play using open strings GCEA along to a piece of music</p>

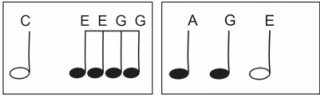
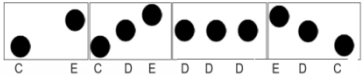
			<p>To know and be able to identify rhythmic notation including crotchet (1 beat), minim (2 beat), and semibreve (4 beat) notes.</p> <p>To develop aural memory by playing teacher lead call & response patterns of increasing difficulty using the notes above.</p> <p>Use Body percussion to demonstrate rhythmic awareness and explore different timbres.</p>	Perform with clarinets.	<p>To know what a chord is: C, F G7 Ex: G</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/c/1314439-instruments/1369791-courses-and-units/131961-ukulele-course</p>
Aut 2	<p>Production Sing from memory with accurate pitch.</p> <p>Show control in voices and pronounce the words in a song clearly (dictation)</p>	<p>Clarinets (first two classes) Extend the range of notes used to include C & D.</p> <p>Extend the range of rhythmic notations known by adding Quaver (1/2 beat) notes, and use these in their performance.</p> <p>Develop their aural memory by playing call & response pattern using a wider range of pitches and rhythms, to include the new notes learnt, and also dotted rhythms.</p> <p>Develop breathing technique, demonstrated in pieces that feature longer phrases.</p>	<p>Production</p> <p>Sing from memory with accurate pitch.</p> <p>Show control in voices and pronounce the words in a song clearly (dictation)</p>		
Spring 1	<p>Purpose of music <i>Classical/ART/Graphic notation</i></p> <p>To know that music can tell a story.</p> <p>To know that music can be represented visually.</p>	<p>Clarinets (first two classes)</p> <p>Extend the range of notes to include throat A, and low B.</p>	<p>Dancing in the Street Motown</p> <p>To understand the Historical context of 20th Century music. Music through the ages.</p>	<p>WW2 Composition</p> <p>To know how to discuss the structure of a song.</p> <p>To know the specific benefits music has provided during specific time periods and</p>	

		<p>To use invented graphic notation to represent music (pictures, colour, shapes)</p>	<p>Be able to play pieces using the full range of note known.</p> <p>Develop ensemble playing by introducing multiple part body percussion patterns, as well as performing simple rounds (e.g. Hot Cross Buns) on the clarinet.</p> <p>Perform to an audience, demonstrating an understanding or performance etiquette such as posture, listening to others, and how to accept an applause.</p>	<p>Listen, appraise and compare a selection of 20th century music.</p> <p>To learn a Motown song/singing.</p> <p>Know the common features of Motown music.</p> <p>Use Interrelated dimensions of music and discuss how it fits together in the song.</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/scheme/1312105-year-5/1314278-dancing-in-the-street</p>	<p>the historical context of some of the songs.</p> <p>To know that lyrics are composed to evoke a specific meaning and how the interrelated dimensions of music</p> <p>To know the impact of major and minor notes on the emotions.</p> <p>To know sharp, flat and natural notes on a scale and how these notes change the mood of a piece of music</p> <p>To write lyrics for a WW2 song</p> <p>To compose a WW2 piece of music</p>
Spring 2		<p>Glocks 1</p> <p>To know how to play and read the notes C, D, E, F</p> <p>To know how to play a range of tunes on the glockenspiel.</p> <p>To know how to improvise using the notes C, D, E, F</p> <p>To know how to compose using the notes C, D, E, F</p>	<p>Production</p> <p>Sing from memory with accurate pitch.</p> <p>Show control in voices and pronounce the words in a song clearly (dictation)</p> <p>Clarinets (second two classes)</p> <p>To know the correct posture, breathing and handling when playing the clarinet.</p>	<p>Glocks 3 - Mambo</p> <p>Identify and discuss the dimensions of music.</p> <p>The historical context of some of the songs.</p> <p>Learn the term 'ostinato'.</p> <p>Ostinatos on glockenspiels notes D, G, B, A, E, with rests.</p> <p>Ex: learn Bb</p> <p>Create own individual ostinatos</p>	<p>Jazz 2</p> <p>To talk about the musical dimensions in songs.</p> <p>To make critical choices about the instruments to play based on the music genre.</p> <p>To know how to improvise in a blues style using one, three or five notes.</p>

		<p>The difference between pulse and rhythm.</p> <p>To know what a crochet, minim, crochet rest and minim rest are.</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/scheme/1312019-year-3/1312312-glockenspiel-stage-1</p>	<p>To be able to produce 3 notes (G, F, E) using correct embouchure and finger positions.</p> <p>To perform using the notes above as an ensemble, in unison, while demonstrating rhythmic awareness by staying in time with the music.</p> <p>To know and be able to identify rhythmic notation including crotchet (1 beat), minim (2 beat), and semibreve (4 beat) notes.</p> <p>To develop aural memory by playing teacher lead call & response patterns of increasing difficulty using the notes above.</p> <p>Use Body percussion to demonstrate rhythmic awareness and explore different timbres.</p>	<p>Ten Pieces: https://www.bbc.co.uk/teach/ten-pieces/articles/zr4gpg8#</p>	<p>To know how to play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B, C. New: Bb</p> <p>Improvise and compose own notes phrases along with song.</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/scheme/1312148-year-6/1312163-classroom-jazz-2</p>
Sum 1	<p>Glocks 2</p> <p>To know how to play more complex rhythmic patterns.</p> <p>To revise, C D E F and play & read the notes C, D, E, F and G</p> <p>To compose using the notes C, D, E, F + G.</p> <p>To use musical words when talking about music.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Clarinets (second two classes) Extend the range of notes used to include C & D.</p> <p>Extend the range of rhythmic notations known by adding Quaver (1/2 beat) notes, and use these in their performance.</p> <p>Develop their aural memory by playing call & response pattern using a wider range of pitches and rhythms, to include the new notes learnt, and also dotted rhythms.</p> <p>Develop breathing technique, demonstrated in pieces that feature longer phrases.</p>	<p>Djembe Drums</p> <p>To listen to and appraise African djembe drumming music.</p> <p>Explore the culture and history of Djembe drumming. Purpose of drums.</p> <p>Learn posture when using drums and hand beats BASE, TONE, SLAP</p> <p>To play Djembe drums in different ways and to compose rhythms</p> <p>Focus on the structure of a piece of music. Cyclic patterns.</p> <p>Learn to play Congo using djembe drums</p>		FREE

		<p>To improvise and compose their own music.</p> <p>To know what a crochet, minim, semibreve and rests are</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/scheme/1312062-year-4/1312313-glockenspiel-stage-2</p>		<p>Charanga: https://www.surreyartsinteractive.co.uk/c/1314439-instruments/1369791-courses-and-units/13595-djembe</p>	
Sum 2		<p>Recorders taster</p> <p>To know the correct posture, breathing and handling when playing an instrument.</p> <p>To know what tempo is.</p> <p>To know how to play and read B A G</p> <p>To use knowledge of notes to play the correct tempo.</p> <p>Charanga: https://www.surreyartsinteractive.co.uk/c/1314439-instruments/1368527-first-notes-to-first-band/1368530-recorder</p>	<p>Clarinets (second two classes)</p> <p>Extend the range of notes to include throat A, and low B.</p> <p>Be able to play pieces using the full range of note known.</p> <p>Develop ensemble playing by introducing multiple part body percussion patterns, as well as performing simple rounds (e.g. Hot Cross Buns) on the clarinet.</p> <p>Perform to an audience, demonstrating an understanding or performance etiquette such as posture, listening to others, and how to accept an applause.</p>	<p>Flex or Drums</p>	<p>Production</p> <p>To perform confidently and professionally.</p> <p>To sing and focus on the specific given part when singing.</p> <p>To show control over expressive qualities when performing.</p>
	Year 3	Year 3	Year 4	Year 5	Year 6

<p>Key skills to progress – Signing</p>	<p>Sing in unison</p> <p>Varying styles and structures</p> <p>Use pitch to sing scale using do – re – mi in tune and with expression.</p> <p>Perform forte - piano (loud, strong and soft)</p> <p>Perform actions confidently and in time to a range of action songs (head shoulders knees and toes) list on curriculum guide.</p> <p>Walk, move, clap a steady beat with others, changing the speed of the beat as the tempo of music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing unison using a broad range of an octave (do -do) <i>pitching</i> the voice accurately, following directions for louder (crescendo) and quieter (decrescendo).</p> <p>Sing in rounds, partner songs in different time signatures (2,3 and 4 time)</p> <p>Introduce vocal harmony</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
<p>Key skills to progress - listening</p>	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners.</p> <p>Find all music choices on curriculum.</p>	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners.</p> <p>Find all music choices on curriculum.</p>	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners.</p> <p>Find all music choices on curriculum.</p>	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners.</p> <p>Find all music choices on curriculum.</p>
<p>Key skills to progress – composing</p>	<p>Improvise</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p>	<p>Improvise</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	<p>Improvise</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p>Compose</p>	<p>Improvise</p> <p>Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose</p>

	<p>Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p>  <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose ostinatos using correct musical notations.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>
<p>Key skills to progress – performing</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi (see illustration)</p>  <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Reading Notation Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p>	<p>Instrumental Performance</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 27</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Reading Notation Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p>	<p>Performing Instrumental</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Reading Notation</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p>	<p>Instrumental Performance</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Reading Notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p>

	<p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C-C'/do-do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
<p>Links to school values</p>	<p>Growth – Children are able to develop and grow in confidence in exploring new sounds and musical instruments; as well as a being part of a team during chorus singing activities.</p> <p>Compassion – Children are able to show respect and compassion for others in their own learning journeys when presented with challenging situations. Children have the opportunity to try new skills and to explore new areas in music using emotions and senses to produce in depth compositions. In turn, they are able to reflect and assess their own learning, allowing them to build confidence within themselves.</p> <p>Honesty - Children are able to question truthfully and reflect upon their own learning journeys as to their own next steps. They are able to use strategies to self and peer- assess work; giving them the confidence to be honest in reflections and assisting next steps. In music, we use 2 wishes and a star to assess work. This strategy supports pupils to think about areas of learning that needs to be developed while relishing areas already learnt.</p> <p>Courage – Children are able to show bravery in their learning by not being afraid of making mistakes. They show pleasure in new and exciting challenges when learning new skills which may fall outside of their comfort zone. Pupils are able to self and peer -assess work which enables them to be more confident at exploring their own learning goals and setting new learning challenges.</p> <p>Hope – Children show perseverance to be able to make adjustments and improvements in their work by reflecting on their own learning. Pupils are encouraged to take a positive approach to music, allowing them to make mistakes and learn from them. The children are hopeful they will be able to move successfully along their journey if they continue to persevere.</p> <p>Love – Children show a love for singing, playing and being part of a group when creating sounds. They understand the purpose of music, its history different genres in music and how to compose and</p>			