



## Music At Newton Hill School



Music at Newton Hill Community School provides an opportunity for children to develop their creativity and imagination as well as improve their listening skills and express their personal thoughts and feelings.

Our newly created Music Room, provides a great space for children to get practically involved in a variety of genres of music during their Music lessons with easy access to the range of tuned and untuned instruments.

At Newton Hill Community School our Music plan is as follows;

In Foundation Stage children begin their introduction to music in Nursery through their Phase 1 Letters and Sounds lessons. These daily lessons focus on different aspects of music, including; environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. Within these lessons, children learn a wide range of different percussion instruments and the different types of noise they can make. These instruments are then available for children in designated music areas of continuous provision for children to access independently. Over a series of lessons and independent learning children are taught to;

- Build a repertoire of songs
- Explore different sounds of instruments and how these can be changed
- Begin to move rhythmically and tap out simple rhythms

In Key Stage One and Two music is taught weekly by the teachers. A long-term plan has been created by the Music Leader which uses a range of teaching resources to ensure a broad and balanced music curriculum.

One of the resources used by Newton Hill is 'Charanga,' a resource subsidised by Wakefield Music Service. This resource includes a complete scheme to teach the national curriculum for music, a vast library of songs, topics, instrument courses and creative apps as well as in depth support for assessment, SEND and personalised teaching and learning.

Alongside this, lessons are planned using BBC's 'Bring The Noise' which provides lesson plans and teacher resources which can be accessed as a

whole class or requires the children to use their ICT skills to compose and edit music.

The long-term scheme also ensures that the children in Key Stage Two learn about classical pieces using BBC's 'Ten Piece' scheme where each year group will focus on a different composer.

The curriculum is supported by well-resourced tuned and untuned percussion instruments, recorders, ukuleles, Ipads and class sets of laptops.

The long-term plan shows that each year group will learn one instrument per year discreetly using Charanga's instrument course including, glockenspiels, recorders, djembe drums and ukuleles.

The table below shows how children's music skills progress throughout the years at Newton Hill Community School.

	Foundation Stage	Year 1	Year 2
Use of voice expressively and creatively	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Sing with the shape of a sense of a melody.</p> <p>To represent sounds with symbols.</p> <p>To improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>
Play tuned and untuned instruments	<p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to make a specific sound.</p>	<p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given and understand how to control playing a musical instrument so they sound as they should.</p>
Listen with concentration and understanding	<p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water) and respond with movement and voice.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods)</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p>
Experiment with, create, select and combine sounds.	<p>Choose different instruments, including voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low)</p> <p>Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (Including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds and explore pitch to communicate an idea.</p>

	Year 3	Year 4	Year 5	Year 6
Play and perform	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>Sing in tune with an awareness of others.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Maintain own parts whilst performing with an awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Hold a part in a round.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal)</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>
Improvise and compose music	<p>To compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound.</p> <p>Have an awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs. (Including using ICT)</p> <p>Use sounds to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p> <p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Improvise within a group.</p>	<p>Improvise melodic and rhythmic material with given structures.</p> <p>Show thoughtful in a selecting sounds and structures to convey an idea.</p> <p>Create my own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythm and chords.</p>

	Year 3	Year 4	Year 5	Year 6
Listen with attention to detail and recall sounds	Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.	To notice, analyse and explore the way sounds can be combined and use expressively. To comment on musicians use of technique to create effect.	Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.	Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.
Use and understand staff and other musical notations	N/A	Learn to read music during recorder lessons. Use staff and musical notation when composing work. Know how many beats in a minim, crochet and semibreve and I recognise their symbols. Know the symbol for a rest in music and use silence for effect in music.	Know and use standard musical notation of crochet, minim and semibreve to indicate how many beats to play. Read the musical stave and work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.	Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (E.g. pitch, duration, dynamics, tempo, timbre, texture and silence) Describe music using musical words and use this to identify strengths and weaknesses in music.
Appreciate and understand a wide range of live and recorded music	Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.	Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.	Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.
Develop an understanding of the history of music	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.	Understand that the sense of occasion affects the performance. Combine sounds expressively.	Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.	Notice and explore how music reflects time, pace and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. Use different venues and occasions to vary performances.

Children and parents can access Music from home in a variety of ways. Every child at Newton Hill Community School has their own unique 'Yumu' login which can be accessed via the Charanga website.

<https://charanga.com/site/>

Yumu is a safe online space where children learn, play and develop their musicianship by completing assignments set by their teachers or engage independently in a range of exciting Yumu packages.

On this page, you can find a video tutorial which shows you how to access and use Yumu at home.

There are also lots of fantastic activities for children in The Foundation Stage and Key Stage One to access on the BBC website; Bring The Noise. The children already access some of these during their Music lessons so they will already have familiarity with some of the activities.

<https://www.bbc.co.uk/teach/bring-the-noise>

For Key Stage Two children, the BBC offers a range of activities on their website; 'Ten Piece' which the children use when studying their classical composers.

<https://www.bbc.co.uk/teach/ten-pieces>

There are also lots of free songs, resources and activities available at these sites.

<https://www.singup.org/singupathome>

<https://www.outoftheark.co.uk/>

As well as the Music lessons in class, Newton Hill Community School also runs a school choir as an after-school club. The choir perform in assemblies, productions and celebrations as well as annually attending Young Voices.

The choir prepares from September – January an array of songs and dances which are performed alongside artists, bands and a 5000-piece choir to a full audience at Sheffield Arena.

