

Music at St Mary's



Staff Meeting – 23/05/22

Moving forward...

- Continuing to use Charanga, but this can be linked more to your topics.
- Looking at using the Model Music Curriculum for KS1 & KS2.



What is the Model Music Curriculum (MMC)?

- It is a new Curriculum for Music which was released in 2021, and has been designed by teachers, members of the education sector and working musicians in the industry.
- For KS1 & 2 the MMC suggests that pupils should receive 1 hour of music per week – but this can be spread across small bursts throughout the week.
- For Years 3 & 4, it is recommended that children receive whole class instrument lessons, which last a minimum of one term.

How should this be taught?

- The MMC is sectioned into four main areas of Music – Singing, Listening & Appraising, Composition and Performance.
- It places greater emphasis on singing, and ensures that children develop the following skills from Y1 – Y6:
 - Warm ups
 - Breathing
 - Posture
 - Dynamics
 - Phrasing
 - Understanding context
 - Vocal health

Listening

- The MMC suggests that children should be exposed to lots of different music in order to gain a broad aural knowledge of Western Classical Music, Popular Music and Traditional Music from around the world.
- **Western Classical Music:**
 - Early (1150 - 1600) – John Dunstable
 - Baroque (1600 – 1750) - Bach
 - Classical (1750 – 1830) – Haydn
 - Romantic (1830 – 1900) - Mendelssohn
 - 20th Century (1900 – 2000) – Stravinsky
 - 21st Century (2000 – Present) - Hans Zimmer

- **Popular Music:**

- Blues – Ma Rainey
- Jazz – Duke Ellington
- Rock n Roll – Elvis Presley
- Pop – The Beatles
- Funk – James Brown
- Disco – Chic
- 80s Synth Pop – The Human League
- 90s Singer/Songwriter – Alanis Morissette
- 90s RnB – Destiny’s Child
- Art Pop – Kate Bush
- 90s Indie - Oasis
- 21st Century – Recent works from Artists: Ed Sheeran, Dua Lipa, Camila Cabello

- Traditional Music

Traditional Music allows children to explore different cultures, history and the origin of differing styles and genres.

- Brazil – Samba
- Indonesia – Gamelan
- India – Indian Classical
- Punjab/UK – Bhangra
- Trinidad – Calypso
- Nigeria – Drumming
- Argentina – Tango
- South Africa – Choral
- Middle East – Folk
- England – Folk
- Poland - Folk

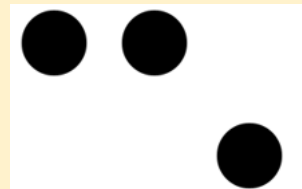
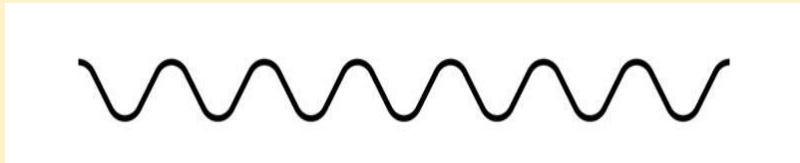


Composing

- Whole Class
- Small groups (ensemble)
- Solo

KEY STAGE 1

- Create vocal chants using question and answer, improvise (Y2)
- Create musical sound effects
- Create a rhythm and pitch pattern and know the difference
- Begin to and use music technology – simple DAWs
- Use graphic notation (Y1), use dot and stick notation (Y2)



Composing


KEY STAGE 2

- Become confident with improvising **(Y3)**
- Create music with tuned and untuned instruments **(Y3)**
- Music should have a beginning, middle and end with musical ideas (echo, delay, question and answer phrases) **(Y3)**
- Compose in response to different stimuli e.g. stories, pictures, paintings **(Y3)**
- Understand do, re, mi and so on to create rising and falling phrases **(Y3)**
- Introduce the stave, lines and spaces and clef, but still use dot notation **(Y3)**
- Understand the difference between crotchets and quavers **(Y3)**

- Use letter names – C, D, E, F, G, A, B, C **(Y4)**
- Know more note values e.g. minim, crotchet, crotchet rest, paired quavers **(Y4)**
- Use musical features such as smooth (legato) and detached (staccato) **(Y4)**
- Create music for different moods – sad, happy, angry **(Y4)**
- Introduce major and minor chords **(Y4)**
- Record ideas using the stave, music technology or graphic symbols **(Y4)**

Composing

KEY STAGE 2

- Improvise over a drone **(Y5)**
- Improvise over a groove **(Y5)**
- Use a wider range of dynamics: loud, quiet, very quiet, moderately loud, moderately quiet **(Y5)**
- Use different keys e.g. C Major, A Minor
- Create ternary pieces in pairs: Sectioned into 3 parts, first and third section are the same. For example - Twinkle, Twinkle, Little Star **(Y5)** 
- Creating music for mood and atmosphere **(Y5)**
- Record ideas using the stave, music technology or graphic symbols **(Y5)**

- Plan and compose an 8/16 bar melodic phrase using the pentatonic scale and notate this on the stave (C, D, E, G, A) **(Y6)**
- Compose melodies out of two phrases in G Major or E Minor.
- Create a ternary piece on your own using music technology. **(Y6)**

Performing

KEY STAGE 1:

- Perform copy-cat rhythms, short repeating rhythms and word pattern chants. **(Y1/Y2)**
- Sing familiar songs expressively. **(Y1/Y2)**

KEY STAGE 2:

- Play tuned percussion or a melodic instrument **(Y3/Y4)** or a keyboard **(Y5/Y6)**
- Follow stave notation when performing **(Y3 – Y6)**
- Perform in two or more parts e.g. duet, melody, accompaniment **(Y4)**
- Perform short melodic phrases using the pentatonic scale (C, D, E, G, A) **(Y4)**
- Understand and perform pieces with triads e.g. C, E, G to make a C Major triad **(Y5)**
- Perform using mixed ensembles e.g. an Orchestra, Quartet, band etc **(Y5/Y6)**
- Develop performance by playing by ear **(Y5)**
- Perform using the stave within an octave range (do – do) **(Y6)**
- Perform with more knowledge of notation **(Y6)**
- Perform from rhythm notation cards in and up to 4 parts **(Y6)**

What is the difference? Why is the MMC more suited to St Mary's?

- Pupils are taught in more depth about the great composers of the world.
- Allows children to have access to high-quality music education and prepares our Y6 pupils better for Key Stage 3 – as the MMC continues into this Key Stage too.
- Supports children's progression from Year 1 and beyond, and is expected to reduce teachers workload as the Curriculum now has a structured outline of what should be taught in each year group.
- Lessons are tailored more to specific vocabulary, composition/performance techniques and there are more opportunities for AfL.



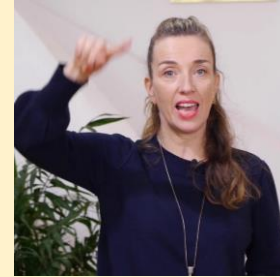
Let's do some Music!

Singing

1. Buzzy Bees



2. Sirening – Up and Down



3. Scales – Do, Re, Mi



4. Breathing Exercise – How long can you blow out your candle?



Listening and Appraising

21st Century Popular Music -

https://www.youtube.com/watch?v=whwe0KD_rGw

Examples of typical questioning (taken from Charanga):


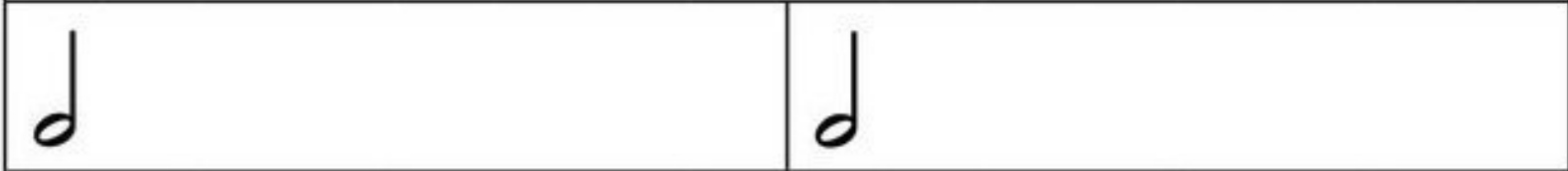
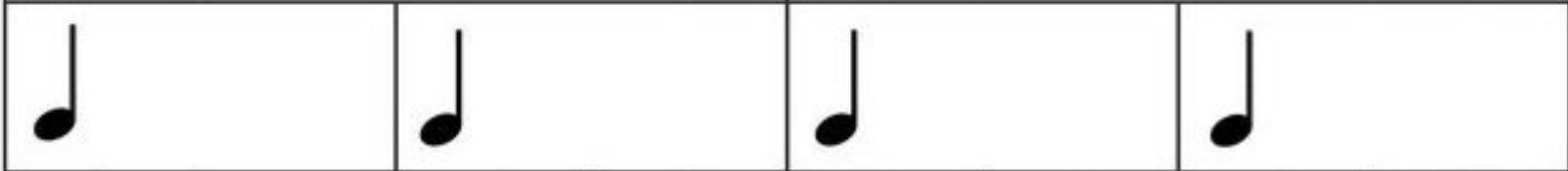

1. Was the song fast or slow?
2. What could you hear?
3. Was the music in a major or minor key?
4. What is the style of music?
5. Does the music sound smooth or detached and spiky?
6. What time signature does the music have?

Composition

Please get your iPads out and open up the app 'GarageBand'.



Composing using notation and the staff

	Semibreve
	Minim
	Crotchet
	Quaver

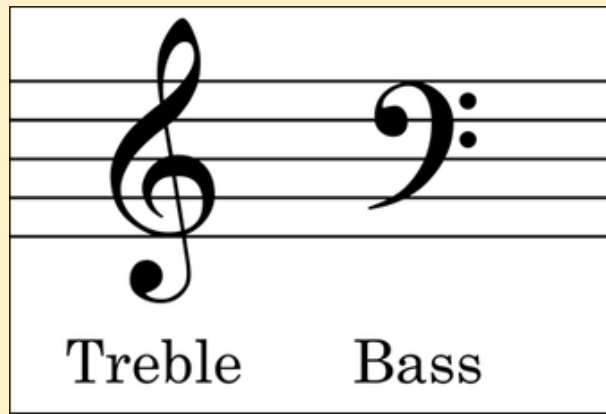
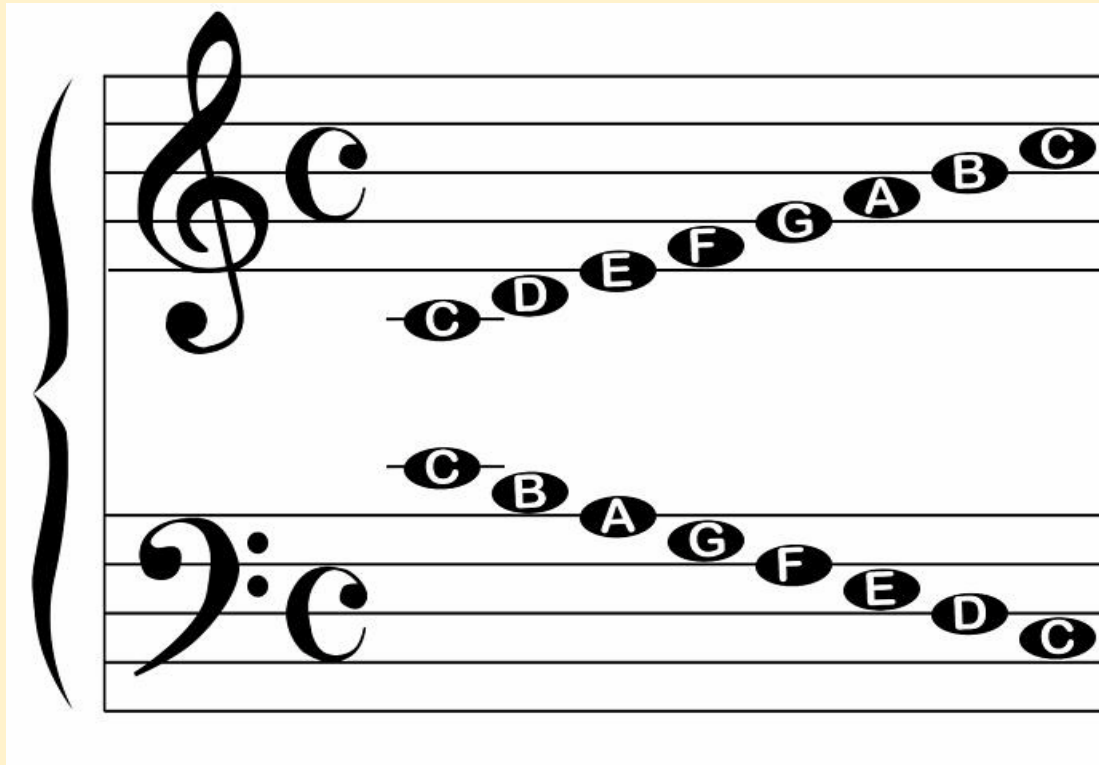
SEMIBREVE	MINIM	CROTCHET	QUAVER
REST	REST	REST	REST



Key Vocabulary

- Beat
- Pulse
- Dynamics – Loud or quiet
- Rhythm
- Call and response
- Pattern
- Imitation
- Improvise
- Treble clef
- Bass clef
- Notes
- *Piano* – Quiet
- *Forte* – Loud
- *Pianissimo* – Very Quiet
- *Fortissimo* – Very Loud
- *Legato* – Smooth
- *Staccato* – Not smooth, very short
- *Tempo* – Pace of the song
- *Allegro* – Fast tempo
- *Adagio* – Slow
- *Andante* – Walking pace
- *Presto* – Extremely fast
- Ternary – A type of song form (ABA)
- Baroque
- Classical
- Romantic
- 20th Century
- 21st Century
- Chord – Two or more notes played at the same time
- *Crescendo* - To gradually play louder
- *Diminuendo* – To gradually play quieter
- Ensemble – To play together
- Harmony – The sound of two or more notes together
- Key – What key the music is in
- Major – Sounds happy
- Minor – Sounds sad
- Pitch – If something sounds high or low
- Scale – A sequence of notes in ascending or descending order

Names of the Notes and Clefs:



A vertical stack of four musical staves illustrating line and space notes with corresponding illustrations:

- Line notes:** Treble clef staff with notes on the lines (E, G, B, D, F) and the illustration of a soccer ball. The text below reads: **E**very **G**ood **B**oy **D**eserves **F**ootball.
- Space notes:** Treble clef staff with notes in the spaces (F, A, C, E) and the illustration of a smiling face. The text below reads: **F** **A** **C** **E**.
- Line notes:** Bass clef staff with notes on the lines (G, B, D, F, A) and the illustration of a dog sleeping. The text below reads: **G**reedy **B**ig **D**og's **F**all **A**sleep.
- Space notes:** Bass clef staff with notes in the spaces (A, C, E, G) and the illustration of a cow. The text below reads: **A**ll **C**ows **E**at **G**rass.



Any questions?