

Welcome to music at Navigation Primary School



Parent Information Booklet

Our vision

Music and singing is integral to the life of a Navigation primary child. We aim to provide a vibrant musical experience for all children. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Children are given further opportunities to learn and play musical instruments as part of the curriculum or in partnership with Trafford Music service.

Through our music curriculum pupils will:

- *Gain enjoyment, self-confidence and a sense of achievement through musical activities.*
- *Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.*
- *Acquire musical skills and understanding of musical concepts through primarily active listening then performing and composing.*
- *Develop their capacity to express ideas and feelings through the medium of sound.*

Our music curriculum

Navigation Primary has the Music Mark Award for its music provision which includes:

- each class receiving weekly music lessons in every EYFS, key stage 1 & 2 class using the 2021 model music curriculum and Kapow music programme.
- a singing group in ks1 and ks2, weekly at lunchtimes.
- visiting music teacher lessons from Trafford music service on a whole range of instruments currently in year 2 and 4.
- Trafford Music Service paid instrumental lessons.
- ongoing performance and concert opportunities in school and the wider community from EYFS – year 6.
- weekly singing assemblies' year 1 – year 3 and year 4 – 6.
- weekly whole school singing in Friday's assembly.
- a designated music lead across the school.

Current music overview

23/24

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Unit 1 Celebration music	Unit 1 Celebration music Divali/Christmas Nativity	Unit 4 Musical stories	Unit 3 Music and movement	Unit 2 Exploring sounds	Unit 5 Big band
Year 1	Timbre and Rhythmic patterns (<u>fairytales</u>)	Pitch and Tempo (superheroes)	Musical vocabulary (<u>under</u> the sea)	Vocal and body sounds (<u>by</u> the sea)	Pulse and Rhythm (All about me)	Classical music, dynamics and tempo (Animals)
Year 2	On this island – British songs and sounds	Christmas Show Dynamics, timbre, tempo and motifs (<u>space</u> theme)	West African call and response (Animals)	Myths and legends	TMS Ukulele	TMS <u>Ukelele</u>
Year 3	Creating composition in response to an animation (mountains)	Jazz	Chinese New Year	Develop singing technique (Vikings)	India – Traditional instruments and improvisation	Instrument Unit 2 Caribbean
Year 4	Body and tuned percussion (rainforests)	Rock and Roll Unit Christmas performance	Samba and carnival <u>sounds</u> and instruments	Haiku, music and performance (Hanami)	TMS Brass	TMS Brass Adapting and transposing motifs (Romans)
Year 5	Composition notation (Ancient Egypt)	Blues	Instrumental Unit North America	South and West Africa	Looping and remixing	Musical Theatre
Year 6	Bar	Themes and variation (Pop art)	Film music	Songs of WW2	Dynamics, pitch and texture (Fingal's cave)	Year 6 performance

How to enrol your child

- For the school singing group enrol using the school spider service using the termly club list.
- For Trafford Music Service visit <https://traffordmusicservice.co.uk/music-lessons/> for up to date lessons. All lessons are during the school day.

Key Vocabulary



Glossary

For the Interrelated Dimensions of Music

Pitch: e.g. high & low sounds. The highness or lowness of sound, e.g. the shorter bars on a xylophone produce higher sounds than do the longer bars, thicker strings on a violin produce lower sounds. The perception of sounds as 'high' or 'low' in relation to each other is measured by its frequency in scientific terms. Melodic lines may move by step, using next door notes (e.g. Three Blind Mice) or may move by leap or jump, with bigger distances between the notes (e.g. the first few notes of London's Burning). A melodic line may also be described as smooth or jagged. Pitch may also stay the same if a note or notes are repeated.

Example

Never Give Up – Bridge section: the first time "never, never, never give up" goes up but the second time it goes down in pitch.

Duration: e.g. long, short, pulse beat. A general term for everything which relates to timing in music and to the relative length of sounds. Single sounds can be longer or shorter than other sounds; Sounds may die away or stop short.

Example:

Never Give Up: sustaining the long note at the end of line 4 in each verse – "own" and "again"

However, you also need to have a clear understanding of:

Pulse: A regular steady beat that can be felt constantly throughout. It is the heartbeat of the music, and like a healthy heart, should be constant. It can change speed, and you can have a fast or slow pulse, similar to how the heart beats faster during exercise and slower when the body is asleep.

Rhythm: A combination of long and short sounds and silences. If you were singing a song, the rhythm would follow the pattern of the words. While metre and pulse are normally regular and unchanging (based on the repetition of sounds of the same length), rhythms usually consist of a variety of notes of different lengths shaped into identifiable patterns.

Dynamics: e.g. loud and quiet, louder, quieter (NB *please avoid the word soft, which can be confused with texture in relation to materials*). Gradations of volume in music, the loudness and quietness of the sounds. Changes may be sudden and dramatic or gradual. Silence is also important. Be aware that sometime children say 'it gets higher' or 'it goes up' when they are talking about volume, but these are terms for pitch. Instead encourage them to say louder or quieter.

Example

Compare and contrast After a Storm and Never Give Up

Many words used in music are Italian – here are some of the most common dynamic markings and their meanings:

p - *piano* - quiet

f - *forte* - loud

mp - *mezzo piano* - moderately quiet

mf - *mezzo forte* - moderately loud

pp - *pianissimo* - very quiet (-*issimo* means very)

ff - *fortissimo* - very loud

diminuendo means gradually getting quieter, sometimes written as:



crescendo means gradually getting louder, sometimes written as:



Tempo: e.g. fast or slow. The speed of the pulse (or beat) of a piece of music, which can either be the same throughout the music or change, e.g. getting faster/slower. Not to be confused with duration! Movement words can help to describe tempo, e.g. fast, lively, slow, walking pace, lazy.

Example

Again compare and contrast the gentle After a Storm with the more upbeat Never Give Up

Timbre: e.g. tone colour – the special quality of sound that belongs to each instrument, such as the difference in sound between those made of wood or of metal. Words describing the qualities of sounds, such as rattling, tinkling, rasping, ringing, hollow, whispering, scratchy, sparkling, breathy, harsh. Also words relating to sound production, such as hitting, shaking, scraping. With voices consider different sounds/characters: whisper, hum, sing, talk, posh, American, witch's voice, Disney princess, accents etc.

In Warm-Up 3, the different tone qualities with the phrase "Yoda met a yeti..."

Texture: e.g. layers of sound or the number of layers in a piece of music. If a single instrument is playing the texture is thin or sparse but if lots of instruments are playing, the texture is thick or intricate. It might be layered, with different numbers of parts playing at different times. Pitch, rhythm and timbre all contribute to musical texture.

Example

When singing a round, such as After a Storm if everyone sings together (in unison) it has a thin texture, but when it goes into parts, the texture becomes thicker.

Structure (form): e.g. pattern, sequence, phrase. The arrangement, organization or interrelation of parts in a piece of music. Phrasing, pattern, repetition and contrast may all contribute to structure. Sounds could be organised with a beginning, middle and end. Verse and chorus & call and response are standard song structures. Two different sections of music may be labelled A and B and used in different combinations, e.g. AB is Binary form while ABA is ternary form.

Example

Consider the structure of Never Give Up: Verse 1 Chorus Verse 2 Chorus Bridge Chorus x 2 Coda (same music as the Bridge)

Notation: e.g. ways of writing music down. This may be traditional staff notation, with notes on a staff or graphic notation, where visual symbols are used to represent sounds. Guitars often use tablature or tab.

Useful links

Music Model curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

National curriculum for music

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

Trafford Music Service

<https://traffordmusicservice.co.uk/music-lessons/>

Music Mark

<https://www.musicmark.org.uk/about/>