



Curriculum Intent Statement

Brookhurst School Music Statement of Intent - 'A place to think and grow'

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error (Plato)

As subject leaders we strive to adopt and construct a curriculum that is ambitious and aspirational; designed to give all learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives.

We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning.

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full academic and personal potential. All pupils receive class instrumental Lessons during Key Stage 2 and access to extracurricular music ensembles is inclusive rather than exclusive. Individual and group instrumental lessons are provided by Warwickshire Music Service and funding is available for pupil premium children. An emphasis on group tuition further helps to lower the cost for parents. Extra-curricular music activities are provided free of charge by the Music Lead and SEND children are encouraged to participate.

We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning. Music is an ideal vehicle for nurturing children at the top end of the academic spectrum too. We have strong links with professional musicians from 'Leamington Music' and Warwickshire Music and regularly signpost 'Gifted and Talented' pupils to a range of external music groups including: 'Warwickshire County Boys Choir'; St. Mary's of Warwick Church Choir; Warwickshire Music Area Instrumental Groups and County Youth initiatives.



Aims of the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Model Music Curriculum - from September 2021, Brookhurst will follow guidance laid out in the 'Model Music Curriculum'.

EYFS - Brookhurst uses the EYFS early adopter framework and links with curriculum music teaching are referenced in music plans with the aim of supporting children reaching the ELGs

Intent

Music at Brookhurst aims to reach out to all children regardless of their background or prior experience. Curriculum music is delivered by a specialist teacher so that all pupils have the opportunity to learn an instrument and enjoy the well-being and academic benefits this brings. The school choir is open access without audition and Key Stage 2 children can also join a summer samba band. Concerts include whole class performances using instruments such as djembe drums, ukuleles, percussion, recorders and boomwhackers. Inclusivity and accessibility are top priorities and the range of activities on offer is exciting and varied. Brookhurst Breakfast Band and concerts for soloists provide a platform for our higher-level performers to excel and the school choir seeks out an opportunity to perform outside of school on an annual basis.

Brookhurst music department is well resourced and enjoys strong links Warwickshire Music who provide a team of visiting instrumental teachers and can supply class sets of world music instruments for special projects. Links with Leamington Music and local community musicians are used to ensure pupils benefit from live performances and workshops. Children also embark on an annual visit to a care home and enjoy using St. Marks Church for Harvest and Christmas celebrations.

The School takes every opportunity to enrich the curriculum with schemes such as: 'Singtastic' (a 10 week whole school singing initiative) and 'UpBeat' (whole class instrumental teaching).



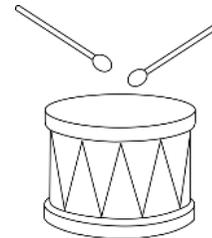
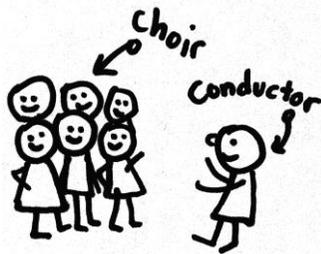
Curriculum Implementation

Every class has one hour of curriculum music per week. The programme of study will follow the 'Model Music Curriculum' from September 2021 and includes the opportunity to perform using a wide range of pitched and unpitched instruments such as xylophones, chime bars, boomwhackers, ukuleles, recorders and a large range of unpitched percussion. Each year group in Key Stage 2 receives whole class instrumental teaching by a music specialist. This will develop ensemble skills, music literacy and aural awareness.

Activities involving listening and appraising skills are carefully planned to expose pupils to a wide variety of musical genres and styles including world music, popular music and the western classical tradition. Pupils are encouraged to compose, improvise and perform with some use of graphic and standard notation. Singing together is a key part of curriculum music at Brookhurst School.

Pupils keep a log of their skills and knowledge progression for each academic year and are encouraged to reflect on their own progress in the three main areas of learning: performing; composing and improvising; listening and appraising. Teacher led formative assessment is added to this log and informs planning. Summative assessment occurs at the end of each Key Stage and helps to track pupil progress. ICT is used to record performances and pupils are encouraged to evaluate their successes and set targets for improvement on a regular basis.

Both teachers and pupils come together in song during assemblies and class teachers are encouraged to support the musical endeavours of their children. The music department aims to support cross curricular links by incorporating topic areas into performance and composition projects and teachers are encouraged to contribute to the selection of listening and performing material. Brookhurst subscribes to 'Sing Up' which provides further opportunity for all teachers to incorporate singing into curriculum teaching





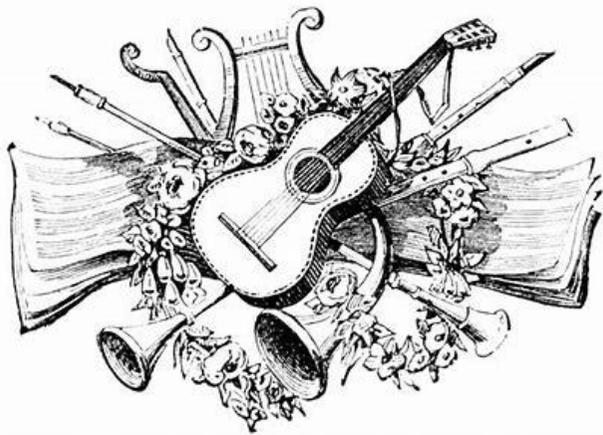
Curriculum Impact

Brookhurst School prides itself on valuing music education and strongly believes that it strengthens relationships, improves well-being and enhances the ability to 'think and grow.'

This belief is supported in the 'The Importance of Music, a National Plan for Music in Education', published in 2011:

'The Benefits of Music (academic literature review)

141. Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music





Long Term Plan

KS1 and Foundation Stage Music Topics Overview 2021 – 2022

The Long Term Plan includes reference to a MMC focus for each module and it provides an overview. **Listening extracts taken from the MMC are highlighted.** **Modules will not be limited to this learning focus** as it is recognised that sequenced progression depends on repetition, consolidation and extended exploration. Music lends itself to revisiting and developing the same skills and learning objectives using different listening material and performance or composition projects. **Singing and warm-ups are always included in every lesson.**

Term	Foundation	Year 1	Year 2
Autumn1	<p>Sing and Socialise</p> <p>Pupils learn a range of songs based on well-known melodies and nursery rhymes. Actions, taking turns and use of props and puppets enable children to settle in to school life and develop important social skills. This module will link mostly with 'Understanding the World' from Foundation Stage curriculum teaching and ELGs.</p>	<p>A Song and a Dance (MMC focus on singing)</p> <p>Use voices to learn a range of songs based on well-known melodies and nursery rhymes. Each song has plans for dance, instrumental performance or composition activities exploring the elements of music. Children practise listening, responding to music and instructions, and to taking turns during this term.</p>	<p>The Long and Short of it (MMC focus on singing, pulse/beat and rhythm)</p> <p>A Music Express module exploring duration. Children accompany songs using pitched and unpitched percussion. They investigate rhythm and pulse and use both graphic and standard notation. Listening material includes 'Fossils' from Carnival of the Animals.</p>
Autumn2	<p>Christmas is Coming</p> <p>Seasonal songs and listening material are used to further develop listening and performing skills. Children will prepare a musical performance for parents and enjoy learning about the Christmas story.</p>	<p>The Long and Short of it (MMC focus on pulse/beat and rhythm)</p> <p>A yr1 Music Express Module which explores rhythm and duration. Children accompany seasonal songs and compose unpitched patterns and soundscapes. They listen with attention to detail and respond through movement and mark making (notation).</p>	<p>Taking Off (MMC focus on pitch)</p> <p>Exploring the use of pitch within music.</p> <p>Children perform songs accompanied by class orchestra (chime bars). They explore steps and leaps and use letter names, pictures and movement to represent pitch patterns.</p>
Spring1	<p>Growth and Change</p> <p>A unit of work which explores changes in the natural world around us. Children respond to music, and stories about change using movement and sound, manipulating dynamics and pitch changes to reflect what they hear and see.</p> <p>Topics include caterpillars, water (dripping, gushing etc) and seasons (winter-spring).</p>	<p>Marching with Mozart (MMC focus on pulse/beat, rhythm and listening)</p> <p>Rondo Alla Turca (Mozart) is used as a starting point for exploring pulse, tempo and rhythm patterns. Pupils use classroom percussion and movement to music.</p>	<p>Layer Up! (MMC focus on listening and composing)</p> <p>Bolero by Ravel is used to explore instrumentation, ostinato and texture. Children compose by layering ostinato patterns and they choose appropriate methods of notation based on their Autumn term learning.</p>



Music Long Term Plan

<p>Spring2</p>	<p>Going Places A Music Express project exploring pitch and timbre. This topic is linked to 'Communication, language and literacy' from the Foundation Stage areas of learning.</p>	<p>To Infinity and Beyond! (MMC focus on composing and listening) Pupils listen to 'Mars' by Holst and are inspired to compose and notate their own space soundscape. They imitate the use of repeated patterns, dynamic contrasts and careful choice of timbre.</p>	<p>Rock 'n' Roll (MMC focus on listening, beat and rhythm) Hound Dog by Elvis Presley serves as a starting point for exploring the pop genre. Children consolidate musicianship skills and learning through body percussion performances and improvisations.</p>
<p>Summer1</p>	<p>Traditional Tales and Tunes Composing and performing music based on the exploration of traditional tales and nursery rhymes.</p>	<p>Taking Off (MMC focus on pitch) A Music Express module which uses pitched percussion to explore pitch patterns found in a variety of fun songs. The songs lend themselves to movement (high/low), notation (graphic and letter names) and story telling (Jack and the Beanstalk)</p>	<p>A Trip to Bali (MMC focus on listening and composing) Baris by Gong Kebyar of Peliatan is used as an introduction to soundscapes from around the world. Children identify the different timbres heard in the Gamelan orchestra and notice the layering of patterns. They compose a similar soundscape based on pictures from different parts of Asia.</p>
<p>Summer2</p>	<p>Moving Patterns A Music Express project exploring musical structures and patterns. This topic is linked to 'Mathematical development' from the Foundation Stage areas of learning.</p>	<p>Lively Listening (MMC focus on listening and performing) Runaway Blues (Ma Rainey) is used as a starting point for a whole class performance and improvisation sessions. Fanfarra (samba) is used to introduce pupils to Brazilian samba music. Year 1 will be an audience for year 4 who form a class samba band as part of their instrumental learning.</p>	<p>A Little Help From My Friends (MMC focus on singing and pitch) Children learn to sing 'A little help from my friends' by the Beatles. They pay particular attention to intonation, dynamics, expression and stage craft.</p>



KS2 Music Topics 2021-2022

Term	Year 3	Year 4	Year 5	Year 6
Autumn1	<p>Picture This! (MMC focus on composing) Exploring programmatic music ('Aquarium' and 'Royal march of the Lions' by Saints-Seans) identifying how the interrelated dimensions of music are used to create an effective 'Sound picture'. Compose, improvise, dance, draw and write in response to listening.</p>	<p>Picking out Patterns (MMC focus on listening and composing) Discovering rhythmic and melodic patterns in music including pieces using irregular time signatures such as Dave Brubeck's 'Unsquare Dance'. Pupils find musical motifs in Beethoven's Symphony No.5, ostinato patterns in Merula's 'Chiacona' and calypso rhythms in 'Tropical Bird' by Trinidad Steel Band.</p>	<p>Uke 'n Play 2! (MMC focus on performing) Whole class instrumental teaching. How to play the ukulele. Children learn to strum simple chords, pluck basic melodies and accompany songs. They listen to performances which demonstrate more experimental uses of the ukulele and are encouraged to compose and improvise.</p>	<p>Satie Sensation (MMC focus on Listening and composing) Composing using scales and chords found in Satie's Gnosienne No.3. Pupils listen to the structure, instrumentation and harmonies used and improvise their own haunting melody over a chord sequence using the same note bank. Ideas then develop into compositions with the use of melodic phrases and rhythmic interest. Pupils are encouraged to create a specific mood or character.</p>
Autumn2	<p>Red Hot Recorders (MMC focus on performing) Whole class recorder tuition developing instrumental and music reading skills. Christmas is Coming! Preparing festive performances.</p>	<p>Round about Ready (MMC focus on singing) Singing rounds and partner songs in 2 and 3 parts. Christmas is Coming! Preparing festive performances.</p>	<p>Composing with Chords (MMC focus on composing) Children use the chords learnt on the ukulele as a tool for composing and improvising their own music. Christmas is Coming Preparing festive performances.</p>	<p>Roundabout (MMC focus on singing) Using their knowledge about chords, pupils sing and understand the structure of vocal and instrumental rounds. Christmas is Coming Preparing festive performances including some of the pieces learnt in 'Roundabout'</p>



<p>Spring1</p>	<p>Trip to China (MMC focus on listening, composing and performing)</p> <p>Exploring traditional Chinese instruments and listening to live performances of ensembles from China that mix western and traditional ideas and sounds. Understanding the concept of working with a note bank/scale through composing and improvising melodies using the pentatonic scale. Children develop aural skills through finding missing notes in a tune and by copying and notating rhythm and pitch patterns. The Composition project culminates in a whole class performance using pitched and unpitched percussion. Children rehearse and perform developing their ensemble and instrumentals skills.</p>	<p>Early birds and tuneful Tudors (MMC focus on listening and performing)</p> <p>Exploring early music instruments and Gregorian Chant. Pupils perform music written by Henry VIII, sing a song about Tudor times and experience the ethereal soundscape of 'O Eucharist' by Hildegard.</p>	<p>Take Flight with Fugues (MMC focus on listening)</p> <p>Pupils explore a range of fugal excerpts and compose using layers of imitation. They explore 20th works ranging from Bach through to the 20th century with Ernst Toch's 'Geographical Fugue' and Benjamin Britten's 'This Little Babe' from his 'Ceremony of Carols'</p>	<p>Connect it! (MMC focus on listening and performing)</p> <p>Pupils use Anna Meredith's 'Connect it' as a way of introducing classical music from the 21st century. They are encouraged to experiment with body percussion patterns and unconventional timbres through listening, performing and composing.</p>
<p>Spring2</p>	<p>Night on a Bare Mountain (MMC focus on listening)</p> <p>Children explore orchestral instruments and programmatic music through listening to 'Night on a Bare Mountain'. They learn about the context and history of the</p>	<p>Sizzling Samba (MMC focus on performing)</p> <p>Playing in a samba band. Developing technical control and ensemble awareness.</p>	<p>Shake hands with Africa (MMC focus on listening and performing)</p> <p>Exploring African music and the way it has influenced other genres from around the world. Listening includes 'Jin-Go-La-Ba' by Babatunda</p>	<p>6 pick 'n mix (MMC focus on performing)</p> <p>Using class orchestra arrangements to revise instrumental and reading notation skills developed during KS2 (recorders, ukulele, samba)</p>



	piece and use rhythmic and melodic motifs to create their own creepy soundscape.		Olatunji from Nigeria, and Inkanyezi Nezazi by Ladysmith Black Mambazo from South Africa. Children use a range of African drums and percussion instruments to compose and perform in response to their listening.	
Summer1	<p>Red Hot Recorders (MMC focus on performing)</p> <p>Whole class recorder tuition developing instrumental and music reading skills.</p> <p>Summer Singing</p>	<p>Taking the 'A' Train (MMC focus on listening and composing)</p> <p>Using 'Take the 'A' Train' as a starting point, pupils travel the world to India India. They compare and contrast Indian Classical Music (Sahela Re) with Bhangra (Punjab/UK). Pupils compose and perform their own train music and improvise soundscapes responding to pictures from around the world.</p>	<p>Be in a Band (MMC focus on performing)</p> <p>Pupils learn arrangements of contemporary songs using the instrumental and performing skills they have developed. This will include iconic synth and bass riffs from 1980s pop genre as recommended by the MMC.</p>	<p>Dare to Dance</p> <p>Pupils listen to a range of songs and dances from different musical traditions including those recommended by MMC (Sea Shanties, Mazurkas Op.24 by Chopin and 'Libertango' by Piazzolla). Traditions of folk and dance music are then used to inspire choreography for music chosen by the children.</p>



Music Long Term Plan

<p>Summer2</p>	<p>Funky Handel (MMC focus on Listening)</p> <p>From Handel's 'Zadok' and 'Hallelujah Chorus' to James Brown's funk song, 'I Feel Good' – pupils explore the qualities in music which uplift the spirit, motivate and celebrate all that is good and grand in life!</p> <p>Summer Singing</p>	<p>Conversation City (MMC focus on performing and composing)</p> <p>Developing performing skills using samba band instruments, pupils compose new call and response fills, intros and outros. They perform to a year 1 class and in the summer concert.)</p> <p>Summer Singing</p> <p>Including 'Wonderwall' by Oasis.</p>	<p>Summer Singing (MMC focus on singing)</p> <p>This module uses songs and arrangements from across the ages. It is designed to consolidate pupil's understanding of music history and to further develop vocal skills. A summer concert performance helps the children to work towards an end goal and to consider stage craft.</p>	<p>Summer Celebrations</p> <p>Looking back at what skills and knowledge the children have acquired during their time at Brookhurst. This half term culminates in a summer performance which provides an opportunity for pupils to celebrate their successes.</p>
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Foundation and KS1 Music Skills and Knowledge Progression

Skills/knowledge

From National Curriculum P.O.S.
Pupils should:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music

Delivery of Music in Foundation also links with EYFS early learning goals and expectations.

Sings songs with the class showing body language and facial expressions that reflect an emotional connection with the mood, character and style of the music

Plays a pulse beat on untuned percussion in time with the music.

Copies a short rhythm pattern accurately

Responds to live or recorded performances through movement and/or drawing

Responds to changes of dynamics, tempo, timbre and pitch during vocal games and warm ups

RAPs/chants with a sense of rhythm and pulse and clear enunciation

Can improvise a melody using steps, leaps, repeats and slides (glissando) using tuned percussion.

Accompanies a song with a sense of rhythm and pulse.

Engages in thoughtful discussion following a live or recorded performance.

Chooses appropriate instruments to create accompaniments or compositions based on set themes or ideas (like frosty wintery sounds, Autumn leaves or playing in the park). Lyrics from songs sung will often serve as a starting point for this).

Sings songs with the class showing body language and facial expressions that reflect an emotional connection with the mood, character and style of the music

Plays a pulse beat on untuned percussion in time with the music.

Copies a short rhythm pattern accurately

Responds to live or recorded performances through movement and/or drawing

Responds to changes of dynamics, tempo, timbre and pitch during vocal games and warm ups

Has the confidence to be creative with vocal sounds, changing dynamics and timbre according to the desired effect.

Plays a simple tune on chimes, metallophone or xylophone with a good tone (loose wrist and bounce). Might copy a 2 or 3 note pattern or pick out a nursery rhyme by ear.

Can identify some orchestral and world music instruments. Is able to categorise the type of instrument heard (strings, brass, woodwind or percussion)

Interprets graphics using a range of dynamics, timbre and tempo.

RAPs/chants with a sense of rhythm and pulse and clear enunciation

Can improvise a melody using steps, leaps, repeats and slides (glissando) using tuned percussion.

Accompanies a song with a sense of rhythm and pulse.

Engages in thoughtful discussion following a live or recorded performance.

Chooses appropriate instruments to create accompaniments or compositions based on set themes or ideas (like frosty wintery sounds, Autumn leaves or playing in the park). Lyrics from songs sung will often serve as a starting point for this).

Sings songs with the class showing body language and facial expressions that reflect an emotional connection with the mood, character and style of the music

Plays a pulse beat on untuned percussion in time with the music.

Copies a short rhythm pattern accurately

Responds to live or recorded performances through movement and/or drawing

Responds to changes of dynamics, tempo, timbre and pitch during vocal games and warm ups

Foundation

Year 1

Year 2



KS2 Performance Skills Progression Chart

Skills/knowledge

Differentiation Key

Most children will achieve statements in normal type.

Some children will achieve statements written in italics.

Play BAG tunes on the recorder.
Play more notes than BAG on the recorder.
Handle percussion with control using 2 beaters.
Change dynamics, tempo and tone when handling percussion.
Find missing notes in a simple melody by ear using pitched percussion or keyboard.
Find all the notes for a simple tune by ear using pitched percussion or keyboard.

Play BAG tunes on the recorder.
Play more notes than BAG on the recorder.
Handle percussion with control using 2 beaters.
Change dynamics, tempo and tone when handling percussion.
Find missing notes in a simple melody by ear using pitched percussion or keyboard.
Find all the notes for a simple tune by ear using pitched percussion or keyboard.

Sing with a large group in a 3-part round.
Sing with a small group in a 3-part round.
Perform the 'groove' on Surdo or shakers in a samba band with a good pulse.
Perform the 'groove' on Agogo, tamborim or djembe with confidence.
Play the 'response' patterns with the class in Samba 'call and response fills.'
Lead the 'call and response' patterns in Samba 'fills.'
Copy back 8 beat rhythm patterns.
Sing back 2 bar melodies.
Play back 2 bar melodies.

Sing tricky songs requiring vocal control and expression.
Sing a solo or be the vocal lead for a group.
Keep in tune and in time when singing in 3 or 4-part rounds.
Sing a harmony line which isn't part of a round.
Strum C and Am chords on the ukulele.
Strum F, G and G7 chords on the ukulele.
Thumb pluck open strings.
Thumb pluck a melody.
Use free strokes to finger pick a melody (thumb and fingers)

Sing with a large group in a 3-part round.
Sing with a small group in a 3-part round.
Perform the 'groove' on Surdo or shakers in a samba band with a good pulse.
Perform the 'groove' on Agogo, tamborim or djembe with confidence.
Play the 'response' patterns with the class in Samba 'call and response fills.'
Lead the 'call and response' patterns in Samba 'fills.'
Copy back 8 beat rhythm patterns.
Sing back 2 bar melodies.
Play back 2 bar melodies.

Play BAG tunes on the recorder.
Play more notes than BAG on the recorder.
Handle percussion with control using 2 beaters.
Change dynamics, tempo and tone when handling percussion.
Find missing notes in a simple melody by ear using pitched percussion or keyboard.
Find all the notes for a simple tune by ear using pitched percussion or keyboard.

Work in a group to perform a chord sequence.
Perform a chord sequence by myself (keyboard, ukulele, guitar ...)
Use unpitched instruments in class orchestra or band arrangements with a good sense of pulse.
Use unpitched and pitched instruments in class orchestra or band arrangements with musical control and ensemble awareness.
Perform a simple melody on my own.
Perform on my own with technical skill and confidence.
Find notes for a simple short song by ear.
Pick out longer melodies by ear.
Understand the skills and disciplines required to prepare an ensemble performance.
Excel in ensemble performance, working well in a team with enjoyment and confidence.

Sing tricky songs requiring vocal control and expression.
Sing a solo or be the vocal lead for a group.
Keep in tune and in time when singing in 3 or 4-part rounds.
Sing a harmony line which isn't part of a round.
Strum C and Am chords on the ukulele.
Strum F, G and G7 chords on the ukulele.
Thumb pluck open strings.
Thumb pluck a melody.
Use free strokes to finger pick a melody (thumb and fingers)

Sing with a large group in a 3-part round.
Sing with a small group in a 3-part round.
Perform the 'groove' on Surdo or shakers in a samba band with a good pulse.
Perform the 'groove' on Agogo, tamborim or djembe with confidence.
Play the 'response' patterns with the class in Samba 'call and response fills.'
Lead the 'call and response' patterns in Samba 'fills.'
Copy back 8 beat rhythm patterns.
Sing back 2 bar melodies.
Play back 2 bar melodies.

Play BAG tunes on the recorder.
Play more notes than BAG on the recorder.
Handle percussion with control using 2 beaters.
Change dynamics, tempo and tone when handling percussion.
Find missing notes in a simple melody by ear using pitched percussion or keyboard.
Find all the notes for a simple tune by ear using pitched percussion or keyboard.

Year 3

Year 4

Year 5

Year 6



KS2 Composing and Improvising Skills Progression Chart

Skills/knowledge

Differentiation Key

Most children will achieve statements in normal type.

Some children will achieve statements written in italics.

Compose/improvise **8 bar rhythms**
Notate unpitched rhythms using semibreves, minims, crotchets and quavers.
Improvise a melody over a drone or **ostinato**
Compose a melody over a drone or ostinato (refine and fix ideas)
Compose/improvise ostinati accompaniments.
Notate an ostinato accompaniment using grids, graphics or staff notation.
Compose/improvise a **programmatic soundscape**
Be the leader in a group soundscape composition
Use **BAG** notes to compose/improvise a melody
Use more than BAG to compose and notate a melody

Compose **new lyrics** to for a melody
Write the new lyrics under a notated melody
Improvise **samba call and response** patterns
Compose (fix ideas) new call and response patterns for class samba performances
Compose a **rap** which fits with a recorded backing
Compose a rap which is rhythmically stylistic (using rests, syncopation and accents)
Compose patterns using **irregular time signatures**

Compose/improvise 8 bar rhythms
Notate unpitched rhythms using semibreves, minims, crotchets and quavers.
Improvise a melody over a drone or ostinato
Compose a melody over a drone or ostinato (refine and fix ideas)
Compose/improvise ostinato accompaniments.
Notate an ostinato accompaniment using grids, graphics or staff notation.
Compose/improvise a **programmatic soundscape**
Be the leader in a group soundscape composition
Use **BAG** notes to compose/improvise a melody
Use more than BAG to compose and notate a melody

Compose a rhythm to perform in a group piece
Help design the structure for a group composition
Improvise strumming patterns on the ukulele
Compose strumming and picking patterns for uke
Improvise a melody over **12 bar blues**
Compose melody and lyrics for 12 bar blues

Compose new lyrics to for a melody
Write the new lyrics under a notated melody
Improvise samba call and response patterns
Compose (fix ideas) new call and response patterns for class samba performances
Compose a rap which fits with a recorded backing
Compose a rap which is rhythmically stylistic (using rests, syncopation and accents)
Compose patterns using irregular time signatures

Compose/improvise 8 bar rhythms
Notate unpitched rhythms using semibreves, minims, crotchets and quavers.
Improvise a melody over a drone or ostinato
Compose a melody over a drone or ostinato (refine and fix ideas)
Compose/improvise ostinato accompaniments.
Notate an ostinato accompaniment using grids, graphics or staff notation.
Compose/improvise a **programmatic soundscape**
Be the leader in a group soundscape composition
Use **BAG** notes to compose/improvise a melody
Use more than BAG to compose and notate a melody

Compose spooky music in a group
*Compose Using **chromaticism** and varied articulation with understanding.*
Improvise a melody using **unusual scales**
Compose a melody with good phrase structure and shape.
Compose in response to a given brief (for an advert or TV theme tune)
Compose music which successfully achieves the mood and style desired according to the brief

Compose a rhythm to perform in a group piece
Help design the structure for a group composition
Improvise strumming patterns on the ukulele
Compose strumming and picking patterns for uke
Improvise a melody over 12 bar blues
Compose melody and lyrics for 12 bar blues

Compose new lyrics to for a melody
Write the new lyrics under a notated melody
Improvise samba call and response patterns
Compose (fix ideas) new call and response patterns for class samba performances
Compose a rap which fits with a recorded backing
Compose a rap which is rhythmically stylistic (using rests, syncopation and accents)
Compose patterns using irregular time signatures

Compose/improvise 8 bar rhythms
Notate unpitched rhythms using semibreves, minims, crotchets and quavers.
Improvise a melody over a drone or ostinato
Compose a melody over a drone or ostinato (refine and fix ideas)
Compose/improvise ostinato accompaniments.
Notate an ostinato accompaniment using grids, graphics or staff notation.
Compose/improvise a **programmatic soundscape**
Be the leader in a group soundscape composition
Use **BAG** notes to compose/improvise a melody
Use more than BAG to compose and notate a melody

Year 3

Year 4

Year 5

Year 6



Whole School Listening and Appraising Strategy

Brookhurst School embraces a whole school approach to developing listening and appraising skills. Opportunities for both live and recorded music performances occur many times a week including during music curriculum delivery, form time, assemblies and at any time when music would enhance the ambient atmosphere for a gathering of pupils and teachers. Pupils aim to develop the skills below during their curriculum lessons and are then exposed to more examples of the genre or style being studied during the school week.

Key Stage	Listening and Appraising Skills Progression
EYFS and KS1	<p>Pupils will learn how to:</p> <p>Respond to/describe the mood and character of the music.</p> <p>Notice changes of dynamics and tempo.</p> <p>Identify musical instruments.</p> <p>Listen with concentration and attention to detail.</p>
KS2	<p><i>Development of the EYFS and KS1 skills is ongoing throughout KS2. In addition to this, pupils learn to:</i></p> <p>Explain the musical structure and textures used.</p> <p>Use technical vocabulary to describe how the composer creates the desired mood and character of the music including specific reference to the inter-related dimensions of music.</p> <p>Understand the historical or social context of the music.</p> <p>Sing, clap or describe memorable themes from the music.</p>



Extra-Curricular Music Opportunities

The opportunities and clubs listed below have been available to pupils on an annual basis for a number of years. Brookhurst School aims to continue this tradition of curriculum enrichment whilst adapting to our changing social environment in the best way possible.

A Song and a Dance

An open access KS1 club which uses circle dances and playground games, songs and chants. Children are introduced to these activities during curriculum lessons and may choose to develop their skills and pleasure further by attending the club (new for 2021-22).

Brookhurst Choir

An open access KS2 choir usually numbering 50 - 80 pupils.

Brookhurst Breakfast Band

A mixed instrumental ensemble aiming to include as many musicians from the School community as possible. The Band constitutes beginner instrumentalists (after one year of learning) right through to more advanced players (grade 3 or above). Brookhurst Breakfast Band usually numbers 25 - 30 players.

Summer Samba Band

An open access percussion ensemble using traditional samba band instruments. Typically involving about 20 players.

Maypole Squad

A dance squad put together in the Summer term for performance at the School P.A. Summer Fayre

Instrumental Lessons

Delivered on a weekly basis by a team of visiting instrumental teachers from Warwickshire Music Service. Currently offering tuition in keyboard, violin, recorder, flute and guitar.

UpBeat Whole Class Instrumental Tuition

UpBeat is traditionally delivered to a KS2 year group by Warwickshire Music Service (Music Hub). Brookhurst has had mixed woodwind, ukulele, and doods. Year 4 will receive ukulele UpBeat in 2021 - 22 with the opportunity to develop their skills provided by the Music Lead during year 5 and 6 curriculum lessons.



Performing Opportunities

Internal performance platforms have included: end of term Breakfast Band performances for parents; Christmas concerts; annual soloists concert; annual ensembles concert; Singtastic performance; class assemblies for parents; P.A. Summer Fayre.

External performance platforms have included: Harvest and Christmas Carol Services at St. Mark's Church; Choir performances at an external venue such as The Spa Centre and Warwick Hall; world music drumming at Warwick Arts Centre.

Singing Assemblies

KS1 and KS2 singing assemblies occur on a fortnightly basis and are led by a music specialist. These assemblies provide a further performance platform for soloists and ensembles. All pupils participate in this and experience mass singing in parts with an emphasis on fun!

KS1 After School Music Club

This has been offered by an external provider who engages the children with songs and musical games.

Signposting and Recruitment Opportunities

Choristers recruitment for St Mary's Church Warwick and Warwickshire Choristers. Choir leaders are invited to lead an assembly and offer recruitment opportunities.

Warwickshire Music instrumental and singing groups are promoted and advertised through newsletters, assemblies and visiting instrumental teachers.

Live Music in School from Visiting Professionals

Links with 'Leamington Music', local folk clubs and Warwickshire Music provide Brookhurst School community with regular exposure to a wide range of quality live music performances.





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Music Long Term Plan



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