



FRONT ROW MUSIC

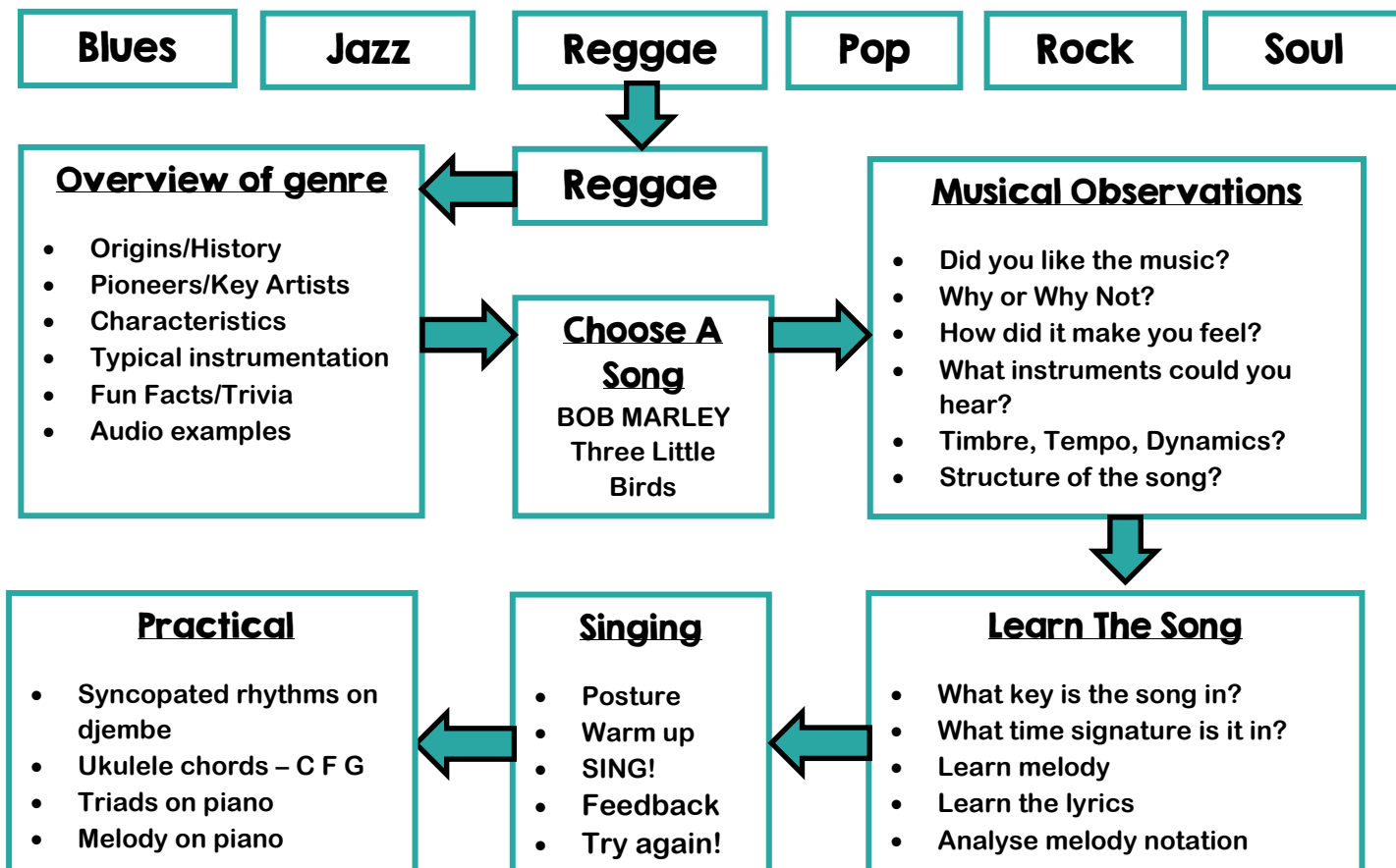
CURRICULUM LESSON CONTENT (OVERVIEW)

Use the table below to help you cover the content of the national curriculum.
Tick the boxes once the content has been covered. Sections in grey don't need to be covered for that year.

MUSIC THEORY	YEAR					
	1	2	3	4	5	6
RHYTHM						
Crotchet (Cat)						
Quavers (Monkey)						
Crotchet Rest						
Minim (Cow)						
Semi Quavers (Armadillo) 						
Semi Quavers with Quaver (Elephant) 						
Quaver with Semi Quavers (Anteater) 						
Triplets / Dots / Ties						
MARKINGS & SYMBOLS						
Identify time signature						
Identify key signature						
Bar Lines						
Sharps (#)						
Flats (b)						
Natural (♮)						
Repeat markers						
Treble Clef: FACE						
Treble Clef: EGBDF						
Treble Clef: Middle C & D						
HARMONY & MUSICAL TERMS						
C – D – E (Do Re Mi)						
F – G (Fa So)						
A – B – C (La Ti Do)						
Dynamics / Tempo / Pitch / Duration						
Structure / Texture / Timbre						
HISTORY OF MUSIC (Choice)						
Ancient Greeks						
British History						
Vikings & Anglo Saxons						

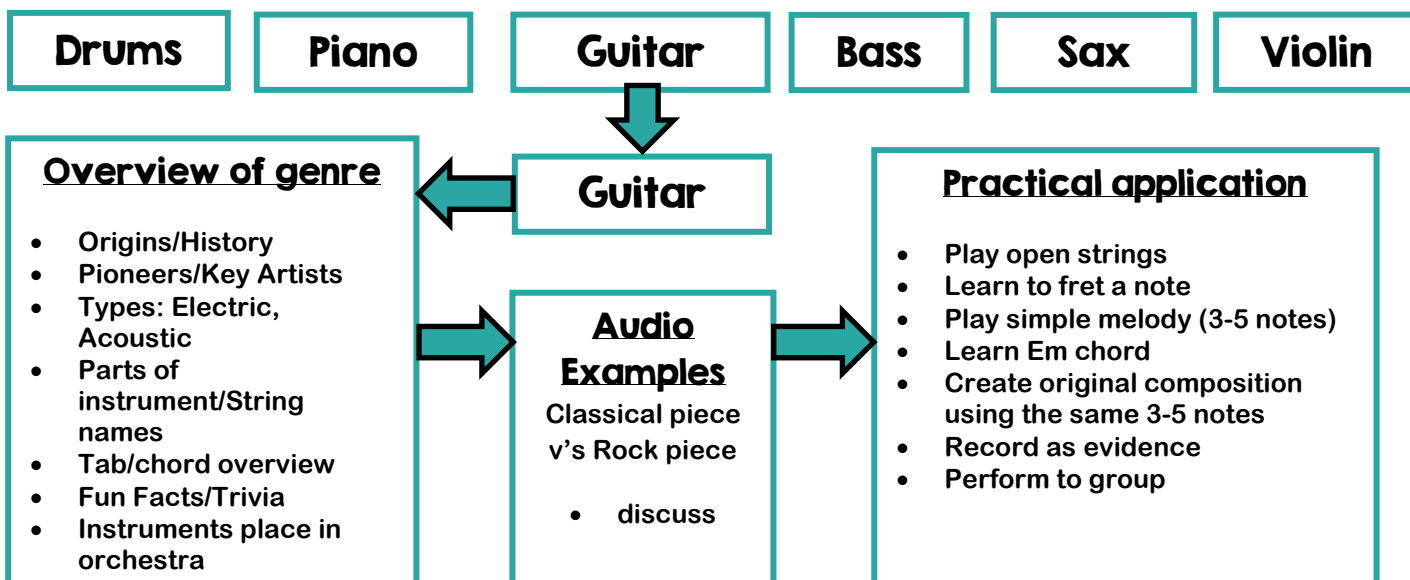
Appreciation: Example!

Choose an area of study (Half/Full term)



New Skills: Example

Choose an instrument to explore (Half term)



Assessment

Quiz: An easy way to keep on top of the students' progress is by handing out a quiz page, summarising the content covered in lesson. Use these at the end of each half term to sum up their learning. You may use the last lesson of the half term to complete these quizzes in lesson time. They should be informal and celebrate their achievements.

Performances: Children should perform at the end of each full term if possible. Performances could be recorded as evidence of their work.

National Curriculum

Below is the National Curriculum for music (Department for Education)

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

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

**FRONT ROW MUSIC**

MY NAME IS: _____

It's time to find out just how much you were listening to our brilliant music teachers while Thom was off being famous!

WEEK 1 – THE DRUMS
1. Match the words to the parts of the drum kit!

Crash Cymbal

Floor Tom



Bass Drum

Hi Hat

WEEK 2 - RECORDING
2. Complete the sentence...
The M _ _ plugs into the A _ _ using an XLR C _ _ _







WEEK 3 - PIANO
3. Which is the ACOUSTIC piano? Circle your answer...





- 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. Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Key Stage 1 National Curriculum (Reception, Year 1 & Year 2)

Pupils should be taught to:

- 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.

Key Stage 2 National Curriculum (Year 3 - Year 6)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

[Department for Education Website](#)

Assessment Grids

Using an assessment grid (below) will help you monitor progress throughout the year.

Music Assessment Grid																		
 Reception			Key Skills	Rhythm Work	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										
Name	End of Year Assessment Below (B) Meeting (M), Exceeding (E)	End of Year Effort Grade Excellent (A) Good (B) Poor (C)	Age Related Expectations	Clap syllables	Language development Pitch match/sing songs Rhymes	Untuned percussion	Move to music	Dynamics = loud/soft Tempo = fast/slow Represent their own ideas, thoughts and feelings through music. Devise short pieces in response to given stimulus.										

Explained...

At the start of the year, insert the names of the children down the left hand side, leaving the 'End of year assessment' and 'End of year effort' sections blank for now.

Key skills: This is an overview from the national curriculum.

Age related expectations: This contains the content that will need covering to meet the guidelines of the national curriculum.

The expectations are split up into the three terms of the year. Simply add a '✓' when the student has met their objective or add a '!' if the child has not yet met their objective. Students with '!' may need additional help to ensure they end the year having met expectations.

At the end of the school year, assess the child's effort (either A – Excellent, B – Good, C – Poor) and detail whether they are below (B), meeting (M) or exceeding (E) expectations for their age. School will then be able to use your findings for their reports/personal records etc.