



Teaching Music at KJA

The teaching of Music at Kensington Junior Academy engages and inspires our pupils to develop a love of music, developing their talents as musicians and laying the foundations for further music teaching beyond Key Stage 2.

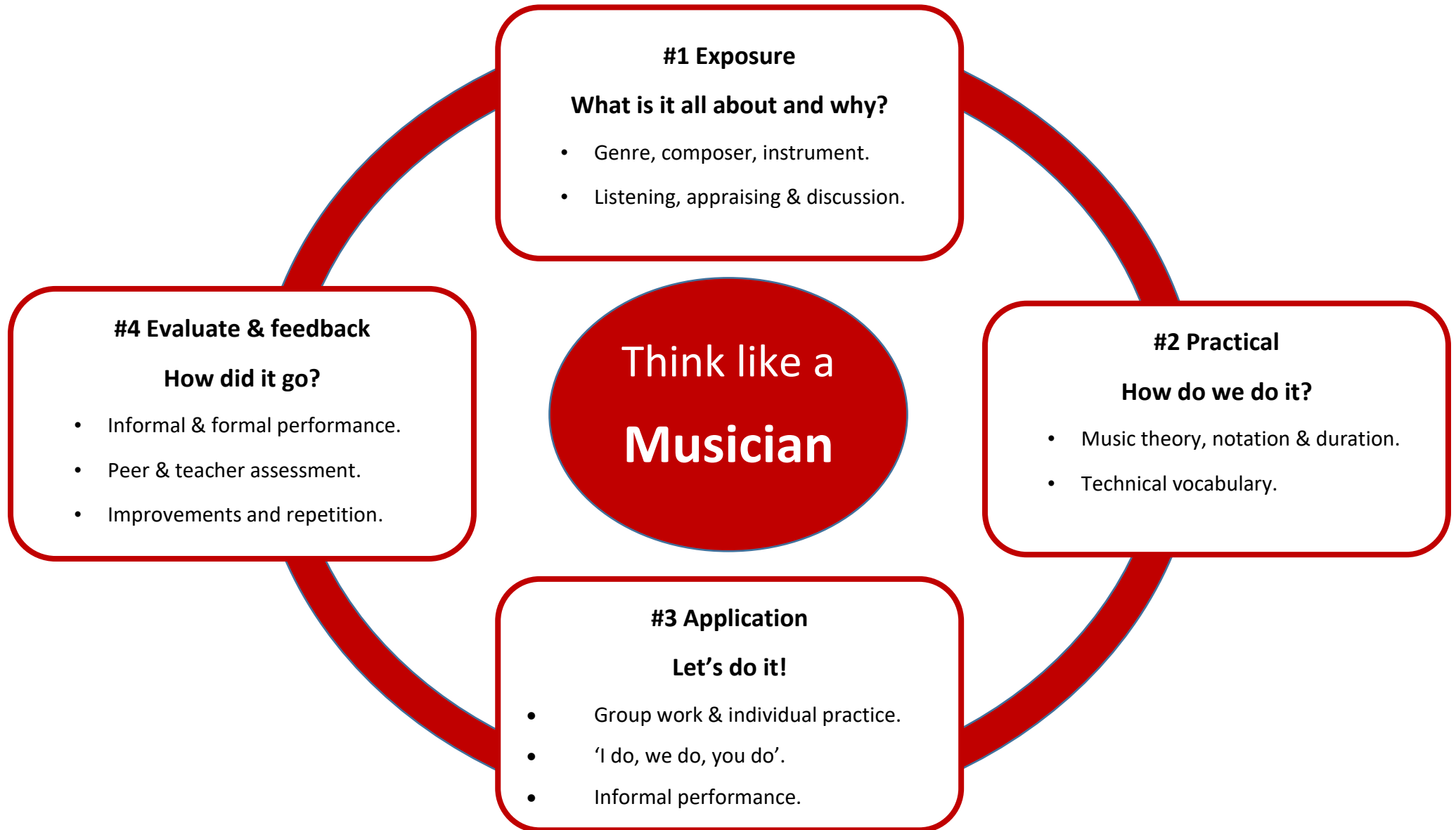
The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Understand and explore how music is created, developed and shared.
- Learn to sing and use their voices with increasing accuracy, fluency, control and expression.
- Improvise, create, compose and improve their own music - independently and with others.
- Learn to play a musical instrument with increasing fluency, accuracy, control and expression with the opportunity to progress and excel.
- Develop listening skills, aural memory and an understanding of the history of music with an increasing appreciation of genres, traditions, composers and musicians.

Music is taught discretely and then applied throughout the rest of the curriculum where appropriate, linking where possible. Staff follow a process model to ensure pupils become adept at '*Thinking like a Musician*'.

A Process Model for Music

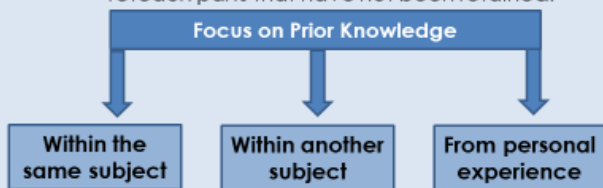


In order to **'Think like a Musician'** pupils will work through four distinct areas:

Link It

Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
 - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
 - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
 - Ensure you have **rehearsed any new concepts** and checked understanding.
 - **Use talk for learning** to comprehend new concepts and vocabulary.
 - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.
Identify individuals who need additional challenge.

Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

Outcomes of Learning

Name: Fraser

Success Criteria

- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can listen with attention to detail and recall sounds with increasing aural memory.



Make You Feel My Love is a ballad written by Bob Dylan (an American singer-songwriter, musician and artist) in 1997. In 2008, Make You Feel my Love was recorded by Adele for her first album called 19. Adele is an English singer-songwriter and musician. Her album 21 is the longest running number one album by a female solo artist on the UK and US Albums Chart. In 2011, Adele was named artist of the year. In 2012, Adele was listed at number five of 100 Greatest Women in Music, and a famous American magazine, Time, named Adele one of the most influential people in the world.

Do you like the song? Why/why not?

I don't like the song because it is not the type of music I like to listen to, and I don't like the lyrics.

What can you hear?

1) How many singers? Male/female?

1 and female ✓

2) How many instruments can you hear? Which ones?

2 instruments piano, ^{mainly} violin string instruments ✓

3) What is the texture (layers of sound) like? Is it thick, thin or in between?

thin thick X

4) How could you describe the tempo?

slow ✓

5) Is there a hook (something catchy that you will remember?)

I do not think there is a hook. X
To make you feel my love.

Music

Rythen ✓ = slow or fast x short and long sound

Pitch ✓ = High or low ✓

Tempo ✓ = speed

Duration ✓ = length ^{10/10}

plus ✓ = steady beat

Beat ✓ = Time ✓

Dynaimc ✓ = volume of notes

Melode ✓ = ~~2~~ more than one note x note and rhytm

teler ✓ = Layer

Harmony ✓ = ~~two~~ Long or Short x two or more notes

Music:

Dynamics ✓

Duration ✓

texture ✓

Melody ✓

Pulse ✓

Pitch = high or low sounds ✓

Harmony = 2 notes played at same time ✓

Beat = the beat is what we stop to ✓