“MUSIC’SCHOOL”
Key Stage 1

HANDBOOK FOR MUSIC CO-ORDINATORS AND CLASS TEACHERS

BRENT MUSIC SERVICE
This Scheme of Work is designed as a tool to promote a love of and enthusiasm for music at Key Stage 1 while covering all area of the National Curriculum – Music programmes of study. Our aim is to develop and enhance every pupil’s general musicianship skills through participation in a variety of activities. Singing and performance lie at the heart of the programme and we aim to build each child’s confidence in music-making through the development of singing skills combined with whole body movement activities.

The programme focuses on the development of the singing voice and listening skills; and to enrich a child’s experience of music-making. This will be achieved through the exploration of the shaping elements of music such as pitch, pulse, rhythm, tempo, duration and dynamics. Each child will have opportunities to develop his/her own ideas, which will allow for increased creativity and heightened interest.

The National Curriculum states that, “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”. This scheme puts enjoyment in practical music making, through singing and instrumental playing, at its heart contributing to the development of “…self-confidence, creativity and sense of achievement.” and “…..responsible citizens”.

Fundamental to the Key Stage 1 programme is a teaching collaboration between the class teacher and the BMS tutor. Experience dictates that the children progress far quicker with the active support of the class teacher during music sessions. This involvement gives teachers the impetus to lead practice sessions during the course of the school week.

**Why Singing?**

Whether we choose to use it or not, we all possess a singing voice – our natural instrument. Research has shown that singing in particular has a massive impact on all aspects of a child’s developing memory and language. By engaging in a structured programme of music and singing as early as possible in a child’s life, s/he will undoubtedly benefit from growing self-esteem and confidence; s/he will develop listening skills, spatial awareness and social skills. S/he will improve and enhance aural memory, co-ordination, comprehension and use of language.

_Above all it is great fun!_

**Curriculum Links**

_The recent review document “A Framework for the National Curriculum” states that “...there is now substantial evidence that a good art and music education benefits individuals, their communities and the nation as a whole….for example, .....(showing) benefits to pupil engagement, cognitive development and achievement, including in mathematics and reading.”_

**Literacy**

♫ Singing chants and rhymes will aid children’s language development
♫ Singing games develop children’s creativity, such as by taking on the role of the bear, or the snake in the activity
♫ Story songs – use of familiar and/or current texts

**Numeracy**

♫ Memorise number sequences through songs and chants
♫ Experience patterns through clapping and playing rhythms
♫ Explore space in finger rhymes and action games

**PSHE**

♫ Co operative skills
♫ Songs with positive themes related to working together

**Citizenship**

♫ Songs related to being part of a multi-cultural community
♫ Songs related to the beauty of the world and the child’s place within
♫ Christian and other religious material for faith based school

**Other Languages**

♫ Sing songs in a variety of languages, for example “Che Che Koolay” (Ghanian), “Hi Bonjour” (German, French, Spanish, Hebrew), “Kaeru No Uta” (Japanese)
"MUSIC’S COOL"
KS1
In Schools

General information

The BMS tutor will provide 33 structured lessons each academic year as part of the school day, which will be taught with the help and assistance of the class teacher. Each lesson will last 30 minutes, unless timetable constraints dictate otherwise. **ALL class teachers must meet formally with the tutor BEFORE the programme can commence.**

In Year 2 each child and class teacher participating in the programme will receive a free recorder. Recorders should be clearly labelled with the child’s name and kept in the classroom. **Please note that recorders will not be introduced during the first term, as the programme’s focus will primarily be on singing and other vocal work.** When the recorders are issued, children should not be permitted to take the recorder home as class teachers will be required to take a short practice session during each week.

At some point during the year the children will perform to the parents and to some of their peers, demonstrating their new skills. Although ideally this should take place towards the end of the course, it is appreciated that the end of the summer term can be a busy one for schools. **By mutual arrangement with the tutor, it is possible to re-schedule this for an earlier time. It is expected that the school will support the tutor by inviting parents and other pupils to the performance and provide adequate rehearsal time and space.** Assistance by the tutor at any other concert or assembly is at the discretion of that individual tutor and by prior arrangement.

Assessment will be carried out continuously by the class teacher with guidance from the BMS tutor. Progress in specific musical elements as outlined in the continuous assessment sheet will provide the basis for **class teachers** to complete their annual report for each child. At the back of this booklet a report statement can be found. This is based upon the guidelines set by the BMS Advisory Board and teachers may wish to use this. All children who have participated during the year will receive a Certificate of Achievement from BMS at the end of the summer term.

Class teachers are encouraged to use the music teaching skills they have gained to help raise the level of achievement in music throughout the school.

“Music’sCool” – Year 1 violin option

Schools may opt for a violin option in Year 1 and there is a separate syllabus for this course towards the end of the booklet. This will still lead onto the Year 2 part of the course as outlined below. The added advantage of taking the violin option is that Gifted and Talented children on the violin are specifically identified at a much earlier stage.
Obligations of the class teacher & school

The BMS tutor will:

♫ Provide 33 structured lessons each academic year
♫ Plan and lead a 30 minute lesson each week
♫ Award each child with a certificate of achievement
♫ Assist class teachers in improving skills in
  o Leading class based musical games and activities
  o Singing and leading class singing activities
  o Assessing children’s musical progress
  o Basic violin playing (if taking the Yr 1 violin option)
  o Basic recorder playing (Year 2)

The class teacher will:

♫ Meet the BMS tutor before the programme commences
♫ Work alongside the BMS tutor during each 30 minute lesson
♫ Use professional judgement to intervene at any stage
♫ Be responsible for the safety, welfare and discipline of the children at all times
♫ Ensure that children are ready to start on time
♫ Inform BMS if any tutor is consistently late or does not keep to schedule
♫ Lead a singing practice session with own class on another day
♫ Assist the tutor in organising a performance during the school year to show parents, teachers and peers what they have achieved
♫ Inform tutors of any training days or other events that may affect the “Music’s Cool” lessons. This must be done at least 24 hours in advance. Where a member of BMS staff arrives at a school to find s/he is unable to teach, the visit will count as a taught session and will not be made up.
♫ Keep a copy of this booklet in the classroom so that it is readily accessible for supply staff. **Music coordinators, or another appointed person, must make sure that the supply teacher has seen the booklet and is aware of his/her obligations.**

The school will:
♫ **Provide a hall space or similar large space**, a CD player and whiteboard/flipchart

N.B. *It is vital that there is a large space available for the programme to be successful*

♫ Make available relevant school documents, i.e. *staff handbook, school procedures, SEN register etc*
♫ Have an appointed **Music Coordinator**

**The Music Coordinator** does not need to be someone with highly developed musical skills, but should be someone who is interested in promoting music throughout the school and raising contacts. This person is also an important point of contact within the school for all Brent Music Staff. Music Coordinators are encouraged to attend the Primary Music Network Meetings, which take place once each term (see Brent Primary INSET booklet for details).
At these meetings coordinators are given training and news of the latest developments in Primary Music education, and kept abreast of all musical initiatives, festivals and opportunities taking place in Brent. Primary Music activities organised through or by Brent Music Service are offered to schools at these meetings.
The Practice session

The aim of the practice session is for the children and the class teacher to revisit specific skills taught in the previous lesson. This session should be on a different day from the lesson. It should be led by the class teacher, giving children and the teacher a chance to develop, practise and explore at their own rate. Children who take part in a regular practice session progress at a much faster rate than those who do not.

At the end of a lesson the tutor will give the class teacher concrete objectives and tasks for such a session. The organisation of the session is up to the individual teacher. You may like to use the following guidelines:

♫ Think about where the session will take place – this usually works best if it is in the same setting as the original lesson
♫ Use the same warm up activity that the tutor used in the lesson
♫ Remind the children of the objectives of the session and the main points of the previous lesson, by demonstration if possible (this could be an able child)
♫ Don’t worry if you lack expertise. Explain to the children that you are learning alongside them and they can help you as well
♫ Conduct a quick plenary to see who has achieved all of the objectives
♫ Report back to the tutor next week and s/he will use this information to review his/her future objectives
♫ Use your own songs and activities that meet the objectives.

Listening Activities

As listening is an integral part of every lesson, the children will develop their aural memory by undertaking a variety of listening activities. The class teacher will be given guidance on including such practices in the weekly sessions.

Sing Up

In conjunction with Sing Up, BMS aim to make every Brent school a singing school that places singing at the heart of every child’s school life.

“Every child deserves the chance to sing every day. Singing improves learning, confidence, health and social development. It has the power to change lives and help build stronger communities”

Much of the material used in the “Music’sCool” programme can be accessed on the Sing Up website (www.singup.org) and used to aid practice sessions in the classroom. Logging on and registering on the site gives you easy access to:

- Download songs
- Download backing tracks and echo tracks
- Follow lyrics on your interactive whiteboard
- Find cross-curricular songs that can be sung throughout the school day

Class teachers using this site have given positive comments regarding:

- The simplicity of navigating the site and getting started
- The enjoyment the children get from the wide-ranging songs
- The amount of self-confidence they have gained in singing and leading
- The option of saving favourite songs in their personal song banks
- Follow-up lesson ideas for songs and the extension activities
**Information about Recorders for Year 2**

Each class teacher and each child will be given a recorder. The recorder and the bags should be labelled and kept in the classroom throughout the year.

Recorders should be rinsed through with water every now and then to prevent blockages. Your tutor will show you how to clean and dry the recorders with the cleaning sticks provided with each recorder.

BMS will leave it to your discretion if you wish children to take their recorders home in the summer term to practise. However, we would suggest you have some spare recorders in the class as past experiences dictate that once recorders go home, they often fail to reappear. If a child does not have a recorder then the effectiveness of the “Music’sCool” programme is undermined and it becomes the school’s responsibility to ensure the instrument is replaced. (See below for recorder suppliers).

**Recorder Suppliers**

Descant recorders can be ordered by telephone from any of the following suppliers:

- **Normans**: Tel: 0800 0281415 Fax: 01283 535340
  Email: [sales@normans.co.uk](mailto:sales@normans.co.uk)
- **Starland**: Tel: 01752 313008 Fax: 01752 313336
  Website: [www.starland.co.uk](http://www.starland.co.uk)
- **Dawsons**: Tel: 01925 582420
  Website: [www.dawsons.co.uk](http://www.dawsons.co.uk)
- **Music Village**: Tel: 01708 771900 Fax: 01708 771901
  Website: [www.musicvillageschools.co.uk](http://www.musicvillageschools.co.uk)

Recorders can also be bought from local high street music shops, but tend to cost more than direct sales.
“MUSIC’S COOL”
KS1
Learning Objectives

Overall Objectives

Children should be encouraged to:

♫ Find the singing voice
♫ Use the voice with confidence and have vocal accuracy
♫ Develop good posture
♫ Listen carefully and develop aural memory
♫ Recall short rhythmic and melodic patterns
♫ Develop confidence in themselves as music makers through singing and playing percussion instruments
♫ Sing a range of songs from memory
♫ Add accompaniments to songs
♫ Develop physical responses to show understanding of musical elements (pitch, tempo, dynamics, pulse, rhythm)
♫ Build a repertoire of songs, rhymes, chants and musical games in order to develop musicality and confidence
♫ Begin learning to play the recorder together with basic music notation.
♫ Create short compositions and improvise using a range of different stimuli.
♫ Begin to appraise and compare their work.
♫ Develop basic ensemble skills through singing and recorder playing, leading to performance opportunities.
“MUSIC’SCHOOL”
Year 1
Syllabus

Autumn Term

Finding the singing voice

♫ Using the voice in different ways
♫ Using the voice with confidence
♫ Following signals

Exploring the Pulse/Beat

♫ Singing with a sense of the beat
♫ Using body percussion to mark the steady beat

Spring Term

Exploring Pulse and Rhythm

♫ Using body percussion to differentiate pulse and rhythm
♫ Introduction of untuned percussion instruments

Exploring Tempo

♫ Using music to enhance storytelling

Summer Term

Exploring Pitch

♫ Introduction of tuned percussion instruments (glocks/xylophones)

Exploring Dynamics

♫ Exploring and experiencing the effect of loud and quiet sounds
♫ Consolidation of musical experiences and performance
“MUSIC’SCHOOL”
Year 1 Outcomes

Most children will:

♫ Sing simple songs from memory with enjoyment and expression
♫ Have a sense of the shape of the melody
♫ Use their voices confidently in a variety of ways
♫ Listen carefully and recall short rhythmic and melodic phrases
♫ Show physical control when playing musical instruments and responding to music

Some children will not have made so much progress and will:

♫ Recognise that their voices can be used in different ways
♫ Begin to find their singing voices
♫ Clap short rhythmic patterns
♫ Respond physically to music

Some children will have progressed further and will:

♫ Sing simple songs accurately at a given pitch
♫ Show considerable control of instruments and of their bodies when performing and responding to music
♫ Identify changes in sounds and recall phrases
“MUSIC’S COOL”
Year 2
Syllabus

Autumn Term

Exploring Pulse and Rhythm

♫ Singing with a sense of the beat
♫ Differentiate between pulse and rhythm
♫ Listening to and recalling simple rhythmic patterns

Exploring Tempo and Duration

♫ Making connections between symbols and sounds
♫ Observing rests/internalisation
♫ Introduction of rhythm flashcards

Spring Term

Exploring Pitch

♫ Controlling pitch using the voice
♫ Controlling pitch using tuned percussion instruments
♫ Introduction of the recorder

Exploring Duration

♫ Introduction of note values

Exploring Dynamics

♫ Singing and playing with controlled use of dynamics – loud/quiet

Summer Term

Performance Skills

♫ Consolidation of musical experiences and performance
“MUSIC’S COOL”
Year 2 Outcomes

Most children will:

♫ Sing songs from memory with enjoyment and expression
♫ Have a sense of the shape of the melody
♫ Use their voices confidently in a variety of ways
♫ Listen carefully and recall short rhythmic and melodic phrases
♫ Show physical control when playing musical instruments (recorder and classroom instruments) and responding to music
♫ Be aware of basic rhythmic notation and read with help

Some children will not have made so much progress and will:

♫ Recognise that their voices can be used in different ways
♫ Sing songs from memory with enjoyment
♫ Clap short rhythmic patterns
♫ Respond physically to music, having some limited control over musical instruments
♫ Be aware of different written note values

Some children will have progressed further and will:

♫ Sing songs accurately at a given pitch
♫ Sing with clear diction and expression
♫ Identify subtle changes in sounds and recall complete phrases
♫ Show considerable physical control of instruments and of their bodies when performing and responding to music
♫ Read basic rhythmic notation and be aware of the position of some notes on the stave
<table>
<thead>
<tr>
<th>Pupil’s Name</th>
<th>Use voice in different ways</th>
<th>Use voice with confidence</th>
<th>Follow signals</th>
<th>Listen and observe carefully following simple instructions</th>
<th>Use body to mark a steady beat</th>
<th>Sing with a sense of pulse</th>
<th>Perform repeated pattern of beats</th>
<th>Control instruments</th>
<th>Use voice to show control of pitch</th>
<th>Perform a pulse using instruments</th>
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**Assessment Key**

/ not yet showing evidence

\ showing some evidence

Δ fully achieved
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| Use voice with confidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Follow signals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Listen and observe carefully following simple instructions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sing with a sense of pulse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use voice to show control of pitch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mark a steady beat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identify differences between pulse and rhythm |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Copy rhythms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Read and play note values |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Blow correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hold recorder correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recognise note B A G on the stave |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate a sense of performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Assessment Key**

/ not yet showing evidence

\ showing some evidence

\(\) fully achieved
Aims of the Programme
To give all children in Year 1 the opportunity to play an instrument over the course of a year
To help the school make an early identification of children with an aptitude to continue instrumental tuition
To provide in-class CPD for the school’s class teachers

Programme Content
1 x 30 minute whole-class lesson per week, delivered by a BMS tutor and each class teacher
For further details of the programme, please see syllabus

BMS undertakes to:
- Provide a specialist music tutor for 33 lessons per year
- Provide 1 violin for each child (while on the programme)
- Provide all materials for the programme
- Provide guidance about follow-up work for the class teachers
- Identify children with aptitude and provide a list of these children

The school undertakes to:
- Ensure the class teacher is present at every session
- Provide a suitable location for the storage of violins
- Provide a suitable location for the lessons (ie the school hall)
- Distribute letters of invitation to parents of identified children at the end of the year
- Purchase sufficient teaching hours (preferably from BMS) for the following year to allow those identified to receive an instrumental lesson
Overall Objectives

Children should be encouraged to:

♫ Find the singing voice
♫ Use the voice with confidence and have vocal accuracy
♫ Develop good posture
♫ Listen carefully and develop aural memory
♫ Recall short rhythmic and melodic patterns
♫ Develop confidence in themselves as music makers through singing and playing percussion instruments
♫ Demonstrate care of the violin
♫ Sing a range of songs from memory
♫ Add accompaniments to songs
♫ Develop physical responses to show understanding of musical elements (pitch, tempo, dynamics, pulse, rhythm)
♫ Pluck and bow open strings with a sense of pulse
♫ Develop a relaxed bow hold
♫ Perform as a class (ensemble skills)
♫ Build a repertoire of songs, rhymes, chants and musical games in order to develop musicality and confidence
"MUSIC’SCHOOL"
Year 1 Violin Syllabus

Autumn Term

Finding the singing voice

♫ Using the voice in different ways
♫ Using the voice with confidence
♫ Following signals
♫ Perform songs to explore preparatory movements to holding and playing the violin to include left and right hand recognition

Exploring the Pulse/Beat

♫ Singing with a sense of the beat
♫ Using body percussion to mark the steady beat
♫ Introduction of the violin – rest/play positions
♫ Pluck open strings with control and a sense of pulse
♫ Names of the strings

Spring Term

Exploring Pulse and Rhythm

♫ Using body percussion to differentiate pulse and rhythm
♫ Copy and create rhythmic phrases

Exploring Tempo

♫ Using music to enhance storytelling
♫ Play with varying speeds according to the idea depicted (e.g. slow snail; speedy spider)
♫ Introduction of the bow – care/hold

Summer Term

Exploring Pitch

♫ Recognise high(er) and low(er) sounds
♫ Select suitable strings for each idea according to pitch
♫ Improvise music using repeated patterns (ostinati)

Exploring Dynamics

♫ Exploring and experiencing the effect of loud and quiet sounds
♫ Consolidation of musical experiences and performance
♫ Fingering on one string
### “MUSIC’S COOL”
#### Year 1 Violin outcomes

<table>
<thead>
<tr>
<th>By the end of term 1 most pupils will be able to...</th>
<th>By the end of term 1 some pupils will have progressed further and will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise left and right</td>
<td>Identify and distinguish left and right independently</td>
</tr>
<tr>
<td>Hold the violin in rest position</td>
<td>Move the violin between rest and play position with confidence</td>
</tr>
<tr>
<td>Hold the violin in play position</td>
<td>Concentrate for sustained periods of time and demonstrate correct posture while standing</td>
</tr>
<tr>
<td>Hold the instrument comfortably with correct posture while standing</td>
<td>Demonstrate care of the violin and identify the basic parts (strings, chin rest, bridge)</td>
</tr>
<tr>
<td>Prepare the violin for playing and pack away with care</td>
<td>Know the names of the strings in order</td>
</tr>
<tr>
<td></td>
<td>Name randomly selected open strings</td>
</tr>
<tr>
<td>Pluck open D and A strings with a sense of pulse to simple accompaniment</td>
<td>Pluck all open strings with a sense of pulse and a degree of control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of term 2 most pupils will be able to...</th>
<th>By the end of term 2 some pupils will have progressed further and will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold the bow in play position</td>
<td>Demonstrate correct bow hold with confidence</td>
</tr>
<tr>
<td>Play with bow across D and A strings (early bow holding)</td>
<td>Bow easy tunes on G and E open strings with correct bow hold, raising and lowering arm accordingly</td>
</tr>
<tr>
<td>Play crotchets and crotchet rests</td>
<td>Play crotchet, crotchet rests and quavers</td>
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<tr>
<td></td>
<td>Play fast and slow beats using the bow accordingly (half bow, whole bow)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of term 3 most pupils will be able to...</th>
<th>By the end of term 3 some pupils will have progressed further and will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish high and low sounds</td>
<td>Select strings according to pitch</td>
</tr>
<tr>
<td>Copy repeated patterns (ostinati)</td>
<td>Improvise repeated patterns (ostinati)</td>
</tr>
<tr>
<td>Play loud and quiet sounds</td>
<td>Control playing to produce louder and quieter sounds</td>
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<tr>
<td>Play across G D A E open strings</td>
<td>Play with fingering on one string</td>
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<tr>
<td>Play easy beginner tunes by memory with an awareness of pulse</td>
<td>Show great enthusiasm to learn new skills on the violin</td>
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</tbody>
</table>
BMS “MUSIC’SCHOOL”
Year 1 Violin
ASSESSMENT

<table>
<thead>
<tr>
<th>School</th>
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<tbody>
<tr>
<td>Class</td>
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</tr>
<tr>
<td>Class Teacher</td>
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<tr>
<td>BMS Tutor</td>
<td>........................................</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil’s Name</th>
<th>Can hold violin correctly in play position</th>
<th>Can pluck open strings with a sense of pulse</th>
<th>Can bow all open strings using early bow hold</th>
<th>Can play crotchets and crotchet rests</th>
<th>Can play a song from memory with an accompaniment</th>
<th>Can handle violin with care</th>
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</tbody>
</table>

Assessment Key
/ not yet showing evidence
\ showing some evidence
∆ fully achieved
“MUSIC’S COOL”

KS1

Report Statement (Year 1)

In Music, Year 1 has been following the “MUSIC’SCOOL” programme led by Brent Music staff. (Child’s name) has taken part in class singing using a wide repertoire of songs, rhymes, chants and musical activities.

For those taking the violin option:

In Music, Year 1 has been following the “MUSIC’SCOOL” violin programme led by Brent Music staff. (Child’s name) has taken part in class singing using a wide repertoire of songs, rhymes, chants and musical activities; developed basic skills on the violin

If desired, an individual statement should be added by the class teacher for those children who have shown greater progress.

… has a strong sense of rhythm and has enjoyed using the percussion instruments in lessons.

… is very enthusiastic about music-making and has made some valuable contributions to the class activities.

… has a lovely singing voice and I hope she will consider joining the choir next year.

… has shown considerable aptitude for the violin and I hope that he will consider having small group lessons next year.

Report Statement (Year 2)

In Music, Year 2 has been following the “MUSIC’SCOOL” programme led by Brent Music staff. (Child’s name) has taken part in class singing using a wide repertoire of songs, rhymes, chants and musical activities; learnt to play notes B, A and G on the recorder and recognise basic music notation; developed basic ensemble skills through singing and recorder playing.

If desired, an individual statement should be added by the class teacher for those children who have shown greater progress.

… has a strong sense of rhythm and has enjoyed using the percussion instruments in lessons.

… is very enthusiastic about music-making and has made some valuable contributions to the class activities.

… has a lovely singing voice and I hope she will consider joining the choir next year.

… has made excellent progress in his/her recorder playing this year and has the potential to be a very good player. S/he may want to consider taking up instrumental lessons next year.
Janette Hutchinson ("Music’sCool” Co-ordinator")

"Music’sCool"
Teacher Feedback

Please consider the following statements and circle your response on a scale of 5 to 1, where 5 means “strongly agree”, 4 means “agree”, 3 means “neither agree nor disagree”, 2 means “disagree” and 1 means “strongly disagree”. Please feel free to add comments if you wish in the spaces provided. **We would particularly welcome more detailed feedback when it is felt that the programme has not met expectations**, as it will be used to inform future planning.

**CONTENT**

- The materials used in “Music'sCool” are suitable for my class.

<table>
<thead>
<tr>
<th>strongly agree</th>
<th></th>
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<th></th>
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</thead>
<tbody>
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<td>5</td>
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<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- My class is engaged in the “Music'sCool” lessons

<table>
<thead>
<tr>
<th>strongly agree</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<td>2</td>
<td>1</td>
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</table>

Comments:

**DELIVERY**

- The tutor is effective in the delivery of the lessons

<table>
<thead>
<tr>
<th>strongly agree</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<td>1</td>
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</tbody>
</table>

- The lessons are paced sensibly for my class.

<table>
<thead>
<tr>
<th>strongly agree</th>
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</thead>
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<tr>
<td>5</td>
<td>4</td>
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</tbody>
</table>

- The children are beginning to take responsibility for leading some of the activities.

<table>
<thead>
<tr>
<th>strongly agree</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
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<td>1</td>
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</tbody>
</table>

Comments:
## LEARNING

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The children have learnt <strong>new</strong> skills and concepts.</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>• The children have refined <strong>familiar</strong> skills/concepts</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

## CLASS TEACHER INVOLVEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I feel that I am given sufficient opportunity to participate in the lessons.</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>• I am given sufficient materials and directions to allow me to confidently run the practice session.</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>• Being a part of the “Music’s Cool” programme has added to my own personal musical development</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>• I have received a copy of each term’s plans (please circle) Yes No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

## ENJOYMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I enjoy being part of the “Music’s Cool” programme</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>• My class enjoys “Music’s Cool”.</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

Thank you for taking the time to answer this questionnaire. Please return to Janette by June 5th (either directly or via your “Music’s Cool” Tutor).

Brent Music Service
Claremont High School
Claremont Avenue
Kenton,
HA3 0UH

Fax: 0208 238 9649
Email: info@brentmusicservice.com

22
“MUSIC’SCOOL”
KS1
Information for supply staff

What is “MUSIC’SCOOL”? :
♫ A music programme for years 1 to 6 provided by Brent Music Service.
♫ This comprehensive programme seeks to deliver the National Curriculum for Music through singing and playing a wide variety of instruments from around the world.

What does the BMS tutor do?
♫ Present a lesson of at least 30 minutes to the class at a fixed time each week (the length may vary slightly according to the timetable constraints of each individual school) – the music coordinator will be able to give exact details of the time.
♫ Provide details for the class teacher of what to do in the practice session.

What is expected of the supply teacher?
♫ Please make sure that the children are ready to start their lesson on time – this may mean moving to another area of the school.
♫ You MUST stay in the room during the lesson – this scheme relies on a partnership.
♫ You are responsible for the safety, welfare and discipline of the children at all times.
♫ Please participate in all parts of the lesson. The BMS tutor will not ask you to sing or play individually.

If you are on long-term supply you will need to lead a short practice session at another time in the week. This involves revisiting material that the tutor presented in the lesson. The tutor will give you materials to support this, which must be left for the classroom teacher if his/her return is imminent.