



groove'n'play

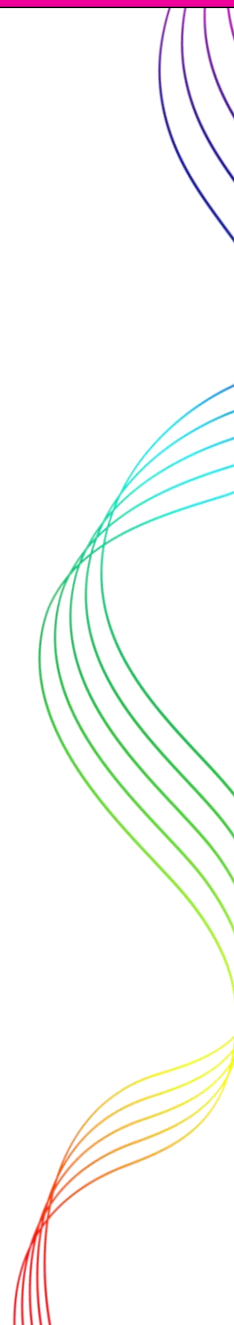
Whole-Class Instrumental and Vocal Programmes

in relation to the

National Curriculum for Music

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National Curriculum in England: Music Programmes of Study Statutory Guidance Key Stage 1 & 2

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
- understand and explore how music is created, produced and communicated, including through the interrelated 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.

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groove 'n' play has been devised to inspire a love and passion for music. The high-quality accessible programmes are intended to be delivered in a nurturing and fun environment.

The children's musical talents and skills as performers, creators and listeners are developed through scaffolded learning, so that each child can feel pride in their progress as well as in their contribution to group music-making.

Self-evaluation, analysis and increased musical understanding help each child to reach the attainable and challenging goals. The acknowledgement of progress, combined with celebration of achievements contribute to an increase in a child's self-confidence, self-esteem in addition to a positive attitude to music within the wider cultural context.

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.

groove 'n' play has performance goals at its core. All pupils have opportunities to perform as part of an ensemble and on their own, providing the platform to demonstrate their learning. By doing so, pupils will be applying their knowledge and skills in a practical scenario having experienced the required progressive processes within the groove 'n' play programmes.

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The ethos of the **groove 'n' play** way is to develop musicianship through practical engagement and experiences. By singing and playing, the interrelated dimensions of music can be understood through experiential learning. Pupils explore how music is created, produced, and communicated through practical application and subsequently demonstrate their musical understanding through performance. Notation is approached both aurally and visually. The approach is progressive, moving from basic concepts of rhythm and pitch to more advanced concepts to support a more detailed understanding of various notation conventions.

Within the **groove 'n' play** programmes, pupils are encouraged to listen to, review and evaluate music that encompasses a wide range of music genres, styles, and traditions. This includes the music that they practice, rehearse, and perform as well as the music of others. Evaluation, with time for reflection and critique, and the implementation of appropriate changes or nuances, contributes to the improvements of overall standards. Composers, musicians and musical styles are referenced in song lyrics. Further listing is encouraged, as part of extension activities.

groove 'n' play aims to raise vocal and instrumental standards by developing appropriate techniques through the exploration of various styles. As part of the progressive programme of learning, pupils are given a foothold to improvise and compose within the contexts of specific interrelated music activities both vocally and through hands on, tuned and untuned instrumental experiences. Pupils are supported to understand how progress can be made and the necessary steps to improve the quality of music produced striving for music excellence relative to skills and ability.

The National Curriculum for Music, England: Subject Content

Key stage 1

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 interrelated dimensions of music

Key stage 2

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 interrelated 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

Subject Content: Singing – Playing

- KS1: use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - KS2: sing musically with increasing confidence and control
 - KS2: perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
-
- KS1: play tuned and untuned instruments musically
 - KS2: play musically with increasing confidence and control
 - KS2: play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

The **groove 'n' play** sticks and songs series and FIFTHS programmes have singing and playing at the heart of curriculum culminating in an enjoyable performance experience where children demonstrate their learning through performance.

The programmes and repertoire reflect and include principles that underpin the development of vocal potential. These include technical and musical elements such as: breathing, posture, dynamics, phrasing, articulation, and intonation.

The songs are written to provide experiences of singing in different styles. Children are able to develop an understanding of various vocal elements that, when implemented, create the relevant characteristics of the style and genre.

groove 'n' play songs inform the development of musical and educational knowledge and understanding, as well as supporting the progression of vocal technique.

As with listening, additional singing and exploration of other repertoire is encouraged to enhance a child's holistic musical development.

The **groove 'n' play** programmes provide a comprehensive hands-on approach to learning percussion and tuned instruments as an individual and ensemble player. There is the opportunity to further raise standards using **groove@home** to support additional practice outside the classroom setting.

Pupils work towards a multi-faceted performance experience, with consideration given to additional event and performance elements such as choreography, communication with the audience, and technology requirements.

The intention with all the programmes is to provide real musical situations that will engage the children, the teachers, and a wide community audience, providing maximum impact for all. The programmes aim to be inclusive and reflective of a varied cultural heritage.

Subject Content: Listening – Improvising – Composing

- KS1: listen with concentration and understanding to a range of high-quality live and recorded music
- KS2: listen with attention to detail and recall sounds with increasing aural memory
- KS2: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- KS2: develop an understanding of the history of music

- KS1: experiment with, create, select and combine sounds using the interrelated dimensions of music
- KS2: improvise and compose music or a range of purposes using the interrelated dimensions of music
- KS2: develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

The **groove 'n' play** programmes have been written specifically to reflect a comprehensive music education pedagogy which supports pupil progression. The repertoire and high-quality backing tracks, which aid learning and aural development, are accessible and stylistically varied to effect maximum engagement, whilst also providing an enjoyable experience for children and teachers.

The styles, genres, instrumentation, artists, and composers, referenced in the programmes, help to provide a springboard to further listening.

The practical engagement of the children within the various genres increases musical understanding and provides relevant context. In addition, this creates a foundation for the children to explore and listen more critically, with enhanced interest, to a wide range of music.

As part of the programme extension activities and in order to broaden the musical horizons of the children in the widest cultural context, additional listening is also encouraged. A list reflecting a wide range of cultures and traditions is available in the DfE Model Music Curriculum.

Through exploration and guided improvisation, pupils develop techniques to support the processes of composition with an increased understanding of the interrelated dimensions of music. This moves from experimentation to refinement through both rehearsal and performance.

It is suggested that supplementary compositional activity be explored to complement the improvisation/compositional element of the programmes to further extend the knowledge, experience and musical development of the pupils.

Personal Development in Groove 'n' Play Programmes

Through engagement in the **groove 'n' play** programmes, it is intended that children will increase in confidence, develop their leadership skills, and embrace and demonstrate an approach of respect for others.

Each child, as a crucial contributor to the overall teamwork created in the whole class ensemble setting, should feel able to express themselves musically in a safe and supported environment.

Changes to social skills and personal development may be evidenced through observation of an individual's contributions and interactions within the lessons.

Principles of Teaching and Learning in Groove 'n' Play Programmes

The notes below are intended to highlight and recap general teaching and learning points to support classroom singing and instrumental playing. In addition, tutors/teachers are encouraged to incorporate their own teaching and learning ideas into the programme delivery.

General

- Sessions should be musically engaging, fun, and practical in approach.
- Clear routines should be established in relation to classroom organisation.
- Care and maintenance of instruments should be explained, understood and implemented.
- Signals should be established for playing and rest positions.
- Instruments should be tuned before rehearsals and performances.

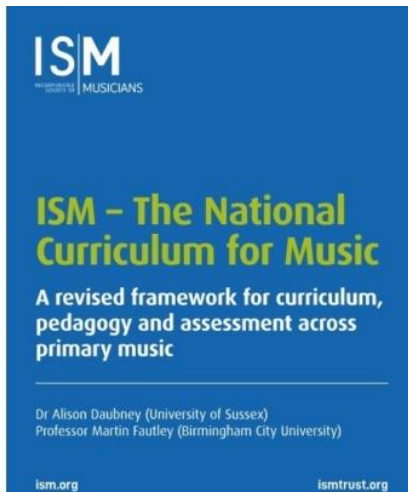
Modelling/Group Work

- Include teacher and pupil modelling.
- Select pupil leaders to support group work.
- Define and develop the role of group leaders.
- Encourage pupil demonstration from the more advanced instrumentalists.
- Introduce paired work to support peer learning.

Assessment

To support music curriculum assessment groove 'n' play recommend publications produced by the Incorporated Society of Musicians (ISM) in partnership with Professor Martin Fautley and Dr Alison Daubney, which are available to download.

The National Curriculum for Music booklet and wallchart are free resources provided through the ISM Trust, the Incorporated Society of Musicians' (ISM) sister charity, which aims to advance education, the arts and to promote health.



- [ISM The National Curriculum for Music booklet Primary 2019 digital \(0.54MB PDF\)](#)
- [ISM The New Curriculum For Music Wallchart Primary 2019 Digital \(0.11MB PDF\)](#)

ISM website ism.org/

ISM Trust website ismtrust.org/

The background features a white central area with decorative elements. On the left and right sides, there are large, faint grey treble clefs. Scattered around are several musical notes in grey and purple. On the right edge, there are colorful, wavy lines in shades of blue, green, and yellow. The top and bottom of the page are solid magenta.

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