
Welcome

How to use these resources

These resources are designed to help teachers in planning lessons.

Music as a subject is under increasing pressure in schools across the country, and as such, when designing these resources we have been mindful that the situations in each separate school are likely to be vastly different. Some schools might have dedicated music curriculum time led by a music specialist, others might have no regular contact time with the odd off-timetable day where music features, delivered by non-subject specialists.

As such, these resources are not prescriptive, but rather lay out potential activities and tasks that you could use with your pupils.

The resources that follow are laid out as separate sessions, with each having a range of pupil resources that can be found in the Pupil Workbook.



Teacher resources are contained within the SOW to make teaching this exciting topic easier. Please do pick and choose which resources to use with your pupils – do what best suits your learners. The workbook is there to support learning and can be used and edited as you see fit.

The resources also contain links to British Values (BV), Spiritual, Moral, Social and Cultural Learning (SMSC) and the promotion of Literacy, Numeracy and IT Skills (LNIT), as well as the National Curriculum aims for the Key Stage and links to other subjects. This is not exhaustive, but hopefully helpful. At the back of the Pupil Workbook and this resource is information on the musical elements and music theory to help them engage with the topics and get used to using subject-specific vocabulary. Grey text boxes give further resources to teachers to help them deliver the sessions; green text boxes are whole class and individual pupil activities to promote this learning.

Visit [here](#) for all online resources ►

We hope that these resources are useful in giving you the confidence to teach this exciting topic within a hugely important subject area, and that it helps to engage your pupils with the cultural significance of orchestral music making. Making music is fun, and here's to lots more children being able to experience that!

Richard Bristow

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Introduction

KS2 National Curriculum Outline

KS1 and 2 National Curriculum aims.

[Click here for link ►](#)

Key Stage 2 pupils should be taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

How this SOW links to other resources

This might be the first time your pupils are learning about what the orchestra is, and as such there might be some new instruments, terms and concepts that you wish to consider.

As a part of this project, there are three main resources for you to use:

- **Scheme of Work** – tailored for Key Stage 2 pupils with a range of sessions and learning ideas for teachers, including relevant teacher resources to deliver the sessions
- **Pupil Workbook** – with tasks for pupils to complete to aid learning, both in the classroom and in their visit to hear the orchestra perform

Many resources can be found online, with the *Orchestra Unwrapped* home page being a great starting place.

[Click here for link ►](#)

Other great resources include the Philharmonia's page on YouTube, which also contains lots of excellent instrument guides, resources for the concert series and other musical endeavours.

[Click here for link ►](#)

Differentiation

This SOW is broad and aims to appeal to many different schools. As such there might be aspects that are too easy, or some that are too hard for your pupils. Feel free to swap and change as appropriate, adding and/or subtracting detail to fit. At the end of each session there are ideas on how to increase support and to extend the most able. These are ideas to help make the SOW accessible to all. Many of the activities outlined can be used for all the pieces in the programme.

At the back of the pupil workbook there is a chapter on developing music theory and the elements of music which will be very useful in stretching more able pupils, but also can be used to teach all pupils the fundamental vocabulary of the subject.

The Prevent Duty and British Values (BV)

The Prevent Duty:

According to Ofsted, fundamental British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Act can be viewed [here](#) ►

Applying British Values to Music:

RULE OF LAW	<ul style="list-style-type: none"> Studying the historical context of set works and appreciating how the law of different cultures has changed from the past to the present day Separating fact from opinion when analysing music and critiquing live and/or recorded performances and compositions Understand intellectual property rights with regard to recording public performances and artistic license
DEMOCRACY	<ul style="list-style-type: none"> Civil liberties are discussed as a context for musical understanding The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the student
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> Performance and composition tasks through the key stages all for individual freedom in choice or repertoire, style of performance and the composition process Group work is often encouraged for performance at KS2, with pupils choosing which roles they take within the ensemble
TOLERANCE AND MUTUAL RESPECT	<ul style="list-style-type: none"> Music is a broad subject with a rich cultural history which involves performances, compositions and musical analysis from a diverse range of people Pupils are immersed in a world of giving and accepting positive feedback (<i>WWW – What Went Well</i>) and listening to constructive <i>feedback</i> (<i>EBI – Even Better If</i>) for a wide variety of musical topics, including performance and composition. This promotes mutual respect, a positive learning environment, and tolerance for others Analysis of set works involves discussion of historical context, perhaps including studying music from different cultures, historical periods and gaining an appreciation on how the situation surrounding performance might have influenced the writing
CHALLENGING EXTREMISM	<ul style="list-style-type: none"> Pupils are encouraged to think critically, considering if the information they have is full and accurate, and how they know this. This is particularly evident in group discussions, feedback and responses to given stimuli Pupils are actively supported to consider alternative view points and interpretations, including if historical sources (especially in older age groups) have bias and why this might be

Summary of Topics 1-3: The Orchestra and Orchestral Instruments

Use this as a checklist of things pupils should be able to do at the end of this part of the resource:

- Should understand what the Symphony Orchestra is and how it is constructed
- Be able to state the 4 instrumental families and place individual instruments into these families
- Understand more about how the individual instruments of the orchestra work, recognising their sound and understanding how they are constructed
- Understand the role and purpose of the conductor

You may also wish to check in on the elements of music and music theory pages in the pupil workbook to introduce these concepts before moving on to discuss the set works.