



Subject Area: Music

Curriculum drivers: The curriculum is underpinned by the school's **Curriculum Driver**: Communication alongside our school values: Confidence, Compassion, Creativity and Curiosity. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'. In Music these are: using voices expressively, listening to sounds, creating and performing

EYFS

Music Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from:

Communication and Language (C&L)

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development (PD)

Gross and fine motor experiences development incrementally through early childhood. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Children should be provided with opportunities to develop their core strength, stability, balance spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities. Additionally, opportunities to explore small world activities, puzzles, arts and craft will allow children to develop proficiency, control and confidence.

Expressive Arts and Design (EAD)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

KS1 National Curriculum Aims (End of Key Stage expectations)

from the Music programmes of study: key stages 1 and 2 National curriculum in England;




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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 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.

KS1 Music curriculum 'Big ideas'.

| <p>Using our voices expressively</p>  <p>How our voices can be used in a variety of different creative ways</p> | <p>Listening to sounds</p>  <p>Hearing how sounds and groups of sounds can be manipulated to make a range of music</p> | <p>Creating and performing</p>  <p>Using voices and instruments to compose and perform our own music.</p> |
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| <p>Taught through...</p> <p>Vocal and Body Sounds Expressive and Creative Use of Voice African Call and Response Songs Summer performance</p> | <p>Taught through...</p> <p>Pulse and Rhythm Classical Music, Dynamics and Tempo Musical Me On This Island: British Songs and Sounds</p> | <p>Taught through...</p> <p>Pulse and Rhythm Vocal and Body Sounds Dynamics, Timbre, Tempo and Motifs Expressive and Creative Use of Voice Musical Me On This Island: British Songs and Sounds Summer performance</p> |

| | EYFS | Year 1 | Year 2 |
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| Using voices expressively | <p>Sing along with nursery rhymes and action songs. COMMUNICATION</p> <p>Recognises a nursery rhyme Can sing in a group with others Knows 3 songs from memory Sing (in a group or on their own), increasingly matching the pitch and following the melody. (M)</p> | <p>Sing in time from memory, with some accuracy COMMUNICATION, CREATIVITY, CONFIDENCE Make more than one sound with their voice COMMUNICATION, CREATIVITY</p> <p>Sing the overall shape of a melody Control voices to make both quiet and loud sounds.</p> | <p>Successfully sing back the melody line in time and at the correct pitch CONFIDENCE, COMMUNICATION Sing the melody accurately while playing their instrument in time COMMUNICATION, CREATIVITY</p> <p>Show a range of emotions using their voices.</p> |
| Voice Vocabulary | Sing, song, rhymes, nursery, voices | singers, rap, pitch, melody, warm up, stretchy, short | perform/performance, pitch, melody, expressive, creative |

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Skills Progression

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| Play tuned and un-tuned instruments | <p>Explore the different types of sounds made by different instruments COMMUNICATION, CURIOSITY</p> <p>Name instruments that I might use (eg. triangle, clave, egg shakers, drums) COMMUNICATION</p> | <p>Make more than one sound on their instrument COMMUNICATION, CREATIVITY</p> | <p>Select instruments with different timbres COMMUNICATION, CONFIDENCE</p> |
| | <p>To recognise a shaker instrument To recognise a hitting/striking instrument Describe the sound of instruments e.g. scratchy sound, soft sound. Identify and match an instrumental sound, e.g. hear a shaker and indicate that they know it is a shaker.</p> | <p>Play in time to music. Play either a call and/or a response role in time with another pupil. Make appropriate instrument choices to represent a descriptive sound. Control instruments to make both quiet and loud sounds.</p> | <p>Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back.</p> |
| Instrument Vocabulary | scratchy, soft, loud quiet, shaker, scraper | rhythm, pattern, pulse, tambourine, drum, boom-whacker, bells, xylophone, glockenspiel | pulse, beat, pattern, accompany |
| Performing | <p>Tap a beat / clap in time to a piece of music/simple song. COMMUNICATION, CONFIDENCE, CREATIVITY</p> | <p>Clap the rhythm of their name CONFIDENCE Keep a steady pulse CONFIDENCE</p> | |
| | Leads or is led by other children in their music making. | <p>Clap in time to music. Play on the pulse. Observe others and try to play appropriately. Follow simple instructions during a group performance.</p> | <p>Sing, play and follow instructions to perform as a group. Contribute musically to a final performance. Create a piece that clearly represents a particular environment.</p> |
| Performing Vocabulary | listen, repeat, pair, group | conductor, audience, perform/er, | dynamics, tempo, notation |
| Musical Experimentation | <p>Has explored a range of musical instruments, tuned and un-tuned. CURIOSITY, CREATIVITY</p> | <p>Create movements that match the music, explaining why they are moving in that way CREATIVITY</p> | <p>Successfully create and play a motif CREATIVITY Notate and write down their motif in some form CREATIVITY</p> |
| | Creates a simple pattern which someone else can repeat back | <p>Copy and create rhythms based on word patterns. Improvise, using their instrument, to a given stimulus. Recreate and then adapt descriptive sounds heard using their voice or body. Create their own graphic score and play from it.</p> | <p>Compose and perform a piece using different dynamic levels. Play either a call and/or response role in time with another pupil. Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately.</p> |
| Musical Experimentation Vocabulary | pattern | visual, representation, music, notes, structure, beginning, end. | melody, composing |

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| Listening and understanding | <p>Listen attentively to music. CURIOSITY Move to music. CREATIVITY, COMMUNICATION Talk about music, expressing their feelings and responses. COMMUNICATION, CONFIDENCE</p> | | <p>Describe music using simple musical vocabulary COMMUNICATION, CONFIDENCE</p> |
| | <p>Shows preference to songs/music they like to sing/listen to. Moves in time to the pulse of music. Responds to music physically related to dynamics or timbre (jumping, lying down, sudden changes)</p> | <p>Identify descriptive sounds within the music. Expressing a basic opinion about music (like/dislike).</p> | <p>Describe the dynamics and timbre of their pieces. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds.</p> |
| Listening and understanding vocabulary | <p>move, quick, slow, up, down, loud, quiet.</p> | <p>soft, short, long, actions, repeated, moving</p> | <p>Happy, sad, emotional musical experiences</p> |

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| Topics | Autumn 1 | <p>Music and Movement The Children will create simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> | <p><u>Pulse and Rhythm (All about me)</u> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> | <p><u>Dynamics, timbre, tempo and motifs (Space)</u> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p> |
| | Autumn 2 | <p><u>Celebration Music</u> The children will learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. <u>Exploring voice and performance.</u> The children will learn off by heart a range of contemporary and traditional songs for a Christmas Nativity performance.</p> | | <p><u>Expressive and creative use of voice- Christmas performance</u> Children learn to sing songs, and create actions for a Christmas Nativity collective performance. The songs will have different styles requiring the understanding of a range of dimensions such as dynamics and tempo. Focus: melody accuracy, pitch, dynamics, performance confidence.</p> |
| | Spring 1 | <p><u>Musical Stories</u> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> | <p><u>Vocal and Body Sound (by the sea)</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p> | <p><u>Musical Me</u> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p> |
| | Spring 2 | <p><u>Exploring Sound</u> The children will explore how to use their voices and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> | | <p><u>On this Island: British Songs and Sounds</u> The children will create sounds to represent three contrasting landscapes: seaside, countryside and city.</p> |
| | Summer 1 | <p><u>Big Band</u> During this unit, the children will learn about the four different groups of musical instruments, following a beat using an</p> | <p><u>Classical Music, dynamics and tempo (Animals)</u></p> | <p><u>African call and response songs (Animals)</u> The children will learn a traditional African call and response song and to recognise simple notation.</p> |

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| | | untuned instrument and performing a practised song to a small audience. | Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. | Composing animal-based call and response rhythms |
| | Summer 2 | | | <u>Summer performance</u> Combining musical skills learned across KS1, the children will create a summer performance about their learning. |
| This curriculum will be supported by Soundstorm to bring skill development to the teachers, and enrichment opportunities for the children. | | | | |