



Subject Rationale— Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

Topic Knowledge

EYFS curriculum listen attentively, move to and talk about music; sing in a group or on their own, increasingly matching the pitch and following the melody; sing a range of well-known nursery rhymes and songs; perform songs, rhymes and stories with others, and (when appropriate) try to move in time with music. Explore and engage in music making and dance, performing solo or in groups.

KS1 National Curriculum—Programme of Study 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.

KS2 National Curriculum—Programme of Study 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.

Skills Progression

EYFS respond to music through movement, changing movements to reflect tempo, dynamics and pitch of the music. Join in with well-known songs from memory. Experiment with instruments, body percussion, using objects to make sounds, play untuned and tuned instruments in different ways. Listening to sounds and music, identifying pitch and tempo.

KS1 Listen carefully, matching movements to the speed and beat of the music. Identifying, recognising and naming instruments. Sing simple songs from memory. Explore changing their singing voice. Start to maintain a steady beat throughout short singing performances. Start to understand how to produce different sounds on pitched instruments. Give feedback using vocabulary of tempo, fast and slow. Know that notation is read from left to right. Experimenting with creating loud, soft, high and low sounds, changing the dynamics, tempo or instrument. Perform keeping a beat.

KS2

The Curriculum Sequence

EYFS Exploring sound, making sounds and environmental sounds. Moving to a beat, creating actions to songs. Identifying sounds demonstrating tempo changes, understanding how symbols represent sound. Learning what makes an instrument, the four different groups of instruments, following a beat using an un-tuned instrument & performing a song.

KS1

Year 1: Keeping the pulse, moving to a beat. Sound patterns, clap and read simple sound patterns, match the characters of the story. Use sound patterns to retell a fairy tale. Pitch identifying high and low notes, compose a simple tune. Musical symbols. Interpret musical symbols to translate visual cues. Year 2: Call & response, creating patterns using untuned instruments. Musical storytelling choosing different instruments to tell a story. Structure exploring structure through listening, analysing and performing

KS2

Year 3: Developing Notation Skills, Enjoying Improvisation, Composing Using Your Imagination, Sharing Musical Experiences, Learning More about Musical Styles, Recognising Different Sounds
Year 4: Interesting Time Signatures, Combining Elements to Make Music, Developing Pulse & Groove through Improvisation, Creating Simple Melodies Together, Connecting Notes and Feelings, Purpose, Identify and Expression in Music
Year 5: Getting Started with Music Tech, Emotions & Musical Styles, Exploring Key & Time Signatures, Introducing Chords, Words Meaning and Expression, Identifying Important Musical Elements
Year 6: Developing Melodic Phrases, Understanding Structure & Form, Gaining Confidence through Performance, Exploring Further Notation, Using Chords and Structure, Respecting Each Other through Composition.

Central Substantive Concepts

Music progression will develop across the strands: listening and evaluating, creating sound, notation, improvising and composing, performing, singing and playing. The inter-related dimensions of music are: Pitch, Duration (including pulse and rhythm) Dynamics, Tempo, Timbre, Texture, Structure, Appropriate musical notation

Assessment

Every lesson begins with a recap and recall section for retrieval practice of key knowledge. Teachers will use observation and questioning to assess children's progress. Each lesson has guidance to support teacher judgement on those pupils working at the expected level, those working beyond and those working towards the expected level.

SEND

Learning is personalised with differentiation and a flexible approach, e.g. pre-teaching of concepts and additional support. Play & exploration are valued.

Links Across the Curriculum

Where possible, lessons are linked to topics. Singing opportunities throughout the year sometimes link to curriculum topics.

Subject Leader: Mrs Smit



Experiencing Music

Subject Enhancements

How do children experience music in different contexts e.g. real life, trips, visits, their immediate environment

EYFS

- Visiting performances
- Singing assemblies
- Christmas Musical Production

KS1

- Visiting performances
- Singing assemblies
- Christmas Musical Production (both years)
- Year 2: African Drumming Day

KS2

All: singing assemblies, a choir with opportunities to perform at local music venues, concert by students from Highcliffe School, World Music Day celebrations, streamed live Christmas performances.

Year 3: Christmas Musical Production

Year 4: Online ukulele tuition with instrument hire

Year 5: External visiting tutor for Samba Drumming with instrument hire

Year 6: Song composition workshop

Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

EYFS The children will use a selection of percussion instruments through the Kapow scheme. They will also explore environmental sounds, body percussion and have the opportunity to create instruments.

KS1 The children will explore and encounter a variety of un-tuned and tuned percussion instruments and types of music through the Kapow scheme. They will create and perform pieces of music using different percussion instruments and glockenspiels.

KS2 The children will explore and encounter a wider variety musical pieces and genres through Charanga, including Handel and Tchaikovsky. They will have exposure to a wide range instruments during lesson time including a full range of percussion, recorders, glockenspiels and drums. The music room and computers/iPads will be used to create pieces of music and have access to Charanga YUMU music world at home.

Children will have an opportunity to take a Ukulele home for a term in y4, and access specific and tailored learning materials on Charanga.

Key Vocabulary

EYFS voice, sound, instrument, loud, quiet, high, low, soft, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental, tempo, fast, quickly, slowly, dynamic, loudly, quietly, pitch, lyrics, verse, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, sound, whistle, triangle, siren, cello, perform, performance, audience symbols score music, musical instrument, band, orchestra, conductor, wind, strings, percussion, brass.

KS1 Pulse, singing voice, speaking voice, thinking voice soundscape, symbol, volume, character, voice, sound pattern, high. low, pattern, performance, pitch, tempo, dynamics, rest, (gap), call and response, dynamics, encore, instrumental sound, sound effect, legend, myth, composition, notation, rhythm, structure, two half beats, one beat dot, notation, phrase, pitch, stave, conductor, glockenspiel, instrument names.

KS2 structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, melody, texture, organ, backing vocals, riff, Reggae, pentatonic scale, Disco, solo, unison, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, vocal, piano, acoustic, percussion, birdsong, Rock, bridge, backbeat, amplifier, appraising, Bossa Nova, Swing, tune/head, note values, ballad, interlude, tag ending, strings, cover, Old-school Hip Hop, Rap, deck, loops, Funk, scratching, timbre, Soul, groove, line, brass section, harmony, indicators, dimensions of music, producer, Motown, Blues, Jazz, improvisation, ostinato, phrases, Urban Gospel.