

Music Curriculum

Intent of the Music Curriculum

Music is a universal language that embodies one of the highest forms of creativity. Our aim is to provide our children with high quality music education which will engage and inspire them to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

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

At Netherhall St James we have adopted the Charanga music curriculum in Key Stage one to further ensure that our children experience a broad and balanced music curriculum that meets their needs and covers the National Curriculum outcomes.

Implementation of the Music Curriculum

Nursery					
Aut 1 – Nursery Rhymes Singing and learning nursery rhymes. Getting to know each other ring dance games. Introduction to instruments, stopping and starting following a signal, playing fast/slow and loud/quiet. Accompanying Incy Wincy with different instruments and performing it.	Aut 2 – Brilliant Birds Learning and singing 2 little dickie birds. Making finger puppets of Peter n Paul Imagining being in a storm. Singing and playing rain makers to; I hear Thunder, Rain, rain go away Sea Artwork to Vivaldi storm	Spr 1 – pets Changing words to familiar songs to make up our own, based on ‘How much is that Doggy’ Singing BINGO and accompanying actions. Rhyme/body percussion/listening (phase 1 phonics)	Spr 2 – Splash Hole in the bottom of the sea song. Write dance - listening to Jaws theme tune. Write Dance – storm/calm themed. Singing and dancing to Baby shark song Rhyme/body percussion/listening (phase 1 phonics)	Sum 1 - Transport Singing and adding instruments to wheels on the bus, down at the station Dancing to transport songs- moving like a vehicle Rhyme/body percussion/listening (phase 1 phonics)	Sum 2 – Mini beast Madness Can you move with me? poem Explore body shapes/speed/flow Eg scurrying ants/buzzing bees/slow snails Learning songs about mini beasts. Bug ball dancing Use music to imitate bugs' movement Rhyme/body percussion/listening (phase 1 phonics)
I can statements I can respond to what I have heard with my own thoughts and feeling EAD (NUR) I can remember and sing entire sounds EAD (NUR)	I can statements I can respond to what I have heard with my own thoughts and feeling EAD (NUR) I can ‘pitch match’ another person EAD (NUR)	I can statements I can listen with increasing attention to sounds EAD (NUR) I can remember and sing entire sounds EAD (NUR) I can develop a phonological awareness L (NUR)	I can statements I can listen with increasing attention to sounds EAD (NUR) I can respond to what I have heard with my own thoughts and feeling EAD (NUR)	I can statements I can listen with increasing attention to sounds EAD (NUR) I can respond to what I have heard with my own thoughts and feeling EAD (NUR) I can remember and sing entire sounds EAD (NUR)	I can statements I can listen with increasing attention to sounds EAD (NUR) I can develop a phonological awareness L (NUR) I can sing in a melodic shape EAD (NUR)

I can 'pitch match' another person EAD (NUR)	I can sing in a melodic shape EAD (NUR)	I can create my own songs EAD (NUR)	I can develop a phonological awareness L (NUR) I can sing in a melodic shape EAD (NUR)	I can develop a phonological awareness L (NUR) I can play an instrument with increasing control and express feelings to others EAD (NUR)	I can play an instrument with increasing control and express feelings to others EAD (NUR)
I can play an instrument with increasing control and express feelings to others EAD (NUR)	I can play an instrument with increasing control and express feelings to others EAD (NUR)				

Ongoing as part of the provision:

Musical instruments out daily that are changed to compliment the current learning. Daily opportunities to listen and respond to music and songs. Learning and dancing to Jigsaw songs. Dough Disco. Ring games outdoors. Noting through post-its times when children sing to themselves.

Key Vocab to be developed

Song rhyme beat voice sing fast slow loud quiet

NB: All Nursery planning is supported by the Power of Reading programme. Through each story led topic the children will have activities that cover the 7 areas of learning as detailed in the EYFS.

Reception

Aut 1 –	Aut 2 - Who helps us?	Spr 1 – What's it like far away?	Spr 2 – Can we save the world?	Sum 1 - What did Grandma use to read?	Sum 2 – What's it like down on the farm?
Monster dance and song – Begins to build a repertoire of songs and dances.	Learning people who help us songs and exploring instruments Nativity and Christmas song	Penguin song- dancing and learning new song, changing song, adding music and new words	Easter song and performance Bog baby- moving to music Adding instrument sounds to the books/characters	Listening to Indian music and dancing Performing some traditional nursery rhymes	Little Red Hen actions and song

<p>Adding instruments to on sudden hill</p> <p>Rhyme/body percussion/listening (phase 1 phonics)</p>	<p>Trip to the theatre</p>	<p>Exploring African instruments and listening to African Music</p>			<p>End of year performance-singing and dancing to parents</p>
<p>I can statements</p> <p>I can explore engaging in music and dance and performing solo and in group EAD (REC)</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can sing in group and lone matching pitch and following melody EAD (REC)</p>	<p>I can statements</p> <p>I can Sing well known nursery rhymes and songs EAD BI ELG</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can sing in group and lone matching pitch and following melody EAD (REC)</p>	<p>I can statements</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can listen attentively to music and express my feelings EAD (REC)</p>	<p>I can statements</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can listen attentively to music and express my feelings EAD (REC)</p> <p>I can learn rhymes, poems and songs L (REC)</p>	<p>I can statements</p> <p>I can Sing well known nursery rhymes and songs EAD BI ELG</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can listen attentively to music and express my feelings EAD (REC)</p>	<p>I can statements</p> <p>I can Perform songs and rhymes with others and try to move in time with music EAD BI ELG</p> <p>I can sing in group and lone matching pitch and following melody EAD (REC)</p>

	I can learn rhymes, poems and songs L (REC)				
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Ongoing as part of the provision

Singing and rhythms

Experience of different ways to make music

Experience of different instruments.

Key Vocab to be developed

Song singing instrument beat volume sound loud quiet fast slow rhyme

Year One Curriculum,

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Hey You!	Rhythm In The Way We Walk and The Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
OVERVIEW & PLANNING	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations		
Listen & Appraise	<i>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.</i>	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	Children will be taught to: • <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>	See 'End of Key Stage Expectations' document in the Assessment Framework.		

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
Musical Activities: a. Games b. Singing c. Playing d. Improvisation e. Composition	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	<p>a. Games: Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>b. Singing: Start to sing songs/raps together in a group/ensemble.</p> <p>c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p> <p>d. Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>e. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> ● <i>Play tuned and un-tuned instruments musically.</i> ● <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i> ● <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i> 	<p>See 'End of Key Stage Expectations' document in the Assessment Framework.</p>

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
Perform/Share	<p><i>Perform, understand and explore how music is created, produced and communicated.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	Perform together in an ensemble/band.	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> ● <i>Play tuned and un-tuned instruments musically.</i> 	See 'End of Key Stage Expectations' document in the Assessment Framework.

Year Two Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y2 KS1/ages 6-7	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
Listen & Appraise	<i>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.</i>	The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	Children will be taught to: <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. 	See 'End of Key Stage Expectations' document in the Assessment Framework.

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y2 KS1/ages 6-7	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
Musical Activities: a. Games b. Singing c. Playing d. Improvisation e. Composition	<i>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.</i> <i>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.</i> <i>Have the opportunity to progress to the next level of musical excellence.</i>	a. Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. b. Singing: Continue to sing songs/raps together in a group/ensemble. c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble. d. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. e. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.	Children will be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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. 	See 'End of Key Stage Expectations' document in the Assessment Framework.

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y2 KS1/ages 6-7	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
Perform/Share	<p><i>...perform, understand and explore how music is created, produced and communicated.</i></p> <p><i>...have the opportunity to progress to the next level of musical excellence.</i></p>	Perform together in an ensemble/band.	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> • <i>play tuned and un-tuned instruments musically.</i> 	See 'End of Key Stage Expectations' document in the Assessment Framework.

Key vocabulary to be taught in Year 1 and 2

Pitch rhythm beat dynamics glockenspiel timing harmony pulse song verse chorus song texture tempo appraise compose ensemble volume names of different instrument (dependent on piece of music) tuned untuned

Local links/Inspiration /Enrichment activities

Nursery Sing up- learning songs related to topic

Reception Sing up- learning songs related to topic

Year 1 – Sing up- learning songs related to topic. Samba drumming club with parents.

Year 2 – Sing up- learning songs related to topic . African drumming Singing at the local care home. Samba drumming club with parents.

Whole school.

Termly choir

Christmas performances

Ukulele sing along

Live musical performances.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught about:

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

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and*
- *debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the Curriculum

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.