

Music at Perton First School



Intent:

We strive for all of our children to gain a firm understanding of music through performing, singing, playing, composing and improvising, listening, reflecting and evaluating across a wide variety of historical periods, styles, traditions and musical genres. Our aim is for every child to be inspired and excited by their experiences and to unlock their musical potential. We are committed to ensuring that children understand and value the importance of music in their lives and that they have the skills and enthusiasm to involve themselves in music in a wide range of contexts.

Implementation:

Our music curriculum ensures that all children learn through performing, singing, playing, composing and improvising, listening, reflecting and evaluating. These components are embedded in classroom practice, as well as in assemblies, performances, community events and instrument tuition. The inter-related dimensions of music are taught progressively to ensure that children learn the language of music as well as the skills and knowledge to create, perform and evaluate. In music lessons, children have access to a wide range of tuned and untuned percussion instruments including a large set of glockenspiels, and all children learn wind and string instruments as a class ensemble. We use technology to support playing and composition, recording and backing. Extra-curricular clubs such as peripatetic keys, recorders and Glee Club have an excellent uptake and are well loved. These give the children real opportunities to perform to audiences and to work with skilled musicians.

Impact:

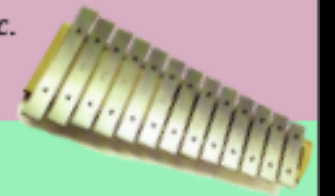
The impact is that we have children who are inspired to perform, sing and play music. They feel safe and happy and therefore are willing to have a go and to improve their work. Our children have wonderful experiences in their lessons and are able to use their creativity to learn and play. We develop creative and confident learners who understand musical elements and perform well individually and as a group. We ensure that our children have the confidence and enthusiasm to further their musical experiences when they leave us if they want to.

I am a... Musical Marvel!



Vision and Values

I have happy memories of music.
I enjoy performing and tapping to the beat.
I feel safe while composing, playing and singing.
I feel valued in being part of an ensemble.
I demonstrate British Values in appraising music.



Head

I know about the inter-related dimensions of music.
I understand that music is diverse and includes everyone.
I am able to compose music using tuned and untuned instruments.



Hand

I can play and perform in solo and ensemble contexts.
I can improvise and compose music, thinking about the dimensions of music.
I can listen and recall sounds.
I understand the staff and some other musical notations.
I appreciate a wide range of music and the history of music.
List of statements about what children should be able to do in your subject by end of y4

Heart

I am proud to have performed for audiences at Perton First School.
I appreciate others' musical masterpieces.
I care about helping other people to improve their musical knowledge and skills.



Music - Charanga Units of Work



Early Years		KS1		LKS2	
Nursery <<Not Charanga>>	Reception	Year 1	Year 2	Year 3	Year 4
Little Chicks: Getting to Know You Little Owls: This is Me!	Unit 1 Me!	Unit 1 Introducing Beat	Unit 1 Exploring Simple Patterns	Unit 1 Developing Notation Skills	Unit 1 Interesting Time Signatures
Little Chicks: Special People Little Owls: Twinkle, twinkle little star	(Christmas Performance)	Unit 2 Adding Rhythm and Pitch	Unit 2 Focus on Dynamics and Tempo	Unit 2 Enjoying Improvisation AND RECORDERS	Unit 2 Combining Elements to make Music
Little Chicks: It's Cold Outside Little Owls: Over the Rainbow!	Unit 3 Musical Activities	Unit 3 Introducing Tempo and Dynamics	Unit 3 Exploring Feelings Through Music	Unit 3 Composing Using your Imagination	Unit 3 Developing Pulse and Groove through Improvisation
Little Chicks: What a Wonderful World Little Owls: Down at the bottom of the garden	Unit 4 Our World	Unit 4 Combining Pulse, Rhythm and Pitch	Unit 4 Inventing a Musical Story	Unit 4 Sharing Musical Experiences	Unit 4 Creating Simple Melodies Together
Little Chicks: Three Bears Little Owls: Castle on a Hill	Unit 5 Big Bear Funk	Unit 5 Having Fun with Improvisation	Unit 5 Music that Makes you Dance	Unit 5 Learning More about Musical Styles	Unit 5 Connecting Notes and Feelings AND UKELELE
Little Chicks: Water Water Everywhere! Little Owls: Splish Splash!	Unit 6 Everyone!	Unit 6 Explore Sound and Create a Story	Unit 6 Exploring Improvisation	Unit 6 Recognising Different Sounds	Unit 6 Purpose, Identity and Expression in Music

Music - Musical Opportunities in addition to Charanga

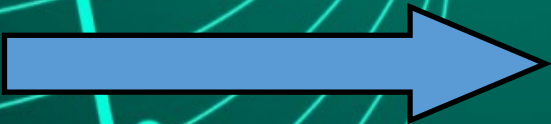


Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Continuous Provision and adult-led musical activities	Singing in Assembly	Singing in Assembly	Singing in Assembly	Singing in Assembly	Singing in Assembly
Music and Movement activities	Singing in Church	Singing in Church	Singing in Church	Singing in Church	Singing in Church
Daily Singing and Rhyme Time	Continuous Provision and adult-led musical activities	Class Assemblies	Class Assemblies	Class Assemblies	Class Assemblies
Daily Listening Activities linked to phonological awareness (beat, body percussion, using instruments, musical games)	Daily Singing and Rhyme Time	Christmas Performance	Christmas Performance	Christmas Performance	Christmas Performance
Using music for daily routines like tidy up time, quiet time, nap time	Music and Movement Activities	Daily Singing and Rhyme Time	Private Music Tuition	Private Music Tuition	Private Music Tuition
Christmas Sing-a-long	Christmas performance	Listening to and appraising a variety of music from the PFS Music Collection	Listening to and appraising a variety of music from the PFS Music Collection	Glee Club	Glee Club
	Dance in PE			Listening to and appraising a variety of music from the PFS Music Collection	Listening to and appraising a variety of music from the PFS Music Collection
	Using music for daily routines like tidy up time, quiet time, class assembly	Dance in PE	Dance in PE		
		Sensory snacks	Sensory snacks	Dance in PE	Dance in PE
		Using music in the rest of the curriculum	Using music in the rest of the curriculum	Sensory snacks	Sensory snacks
				Using music in the rest of the curriculum	Using music in the rest of the curriculum
					Leavers' Concert



Early Years						
Nursery						
Sequence of knowledge and skills						
	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Autumn	Performing in class Christmas Sing-a-long for parents	Rhyme Time Harvest Songs Christmas Songs	Rhyme Time Instruments Continuous Provision Music	Adult-led and continuous provision Play along	Nursery songs at transition and break times	Adult-led and continuous provision
Spring	Performing in class Little Ducklings joining	Rhyme Time Easter Songs	Rhyme Time Instruments Widen the range of instruments	Adult-led and continuous provision Make your own	Nursery songs at transition and break times	Adult-led and continuous provision
Summer	Performing in class And for parents	Rhyme Time Class Songs	Rhyme Time Instruments Widen the continuous provision instruments	Adult-led and continuous provision Find a way to record your sounds	Nursery songs at transition and break times	Adult-led and continuous provision

Music elements from development matters



Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.



Early Years						
Reception						
Sequence of knowledge and skills using Charanga’s <<Freestyle Early Years Collection>>						
	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Autumn <Me!>	WALT sing songs and say chants for Harvest WALT sing songs for Christmas	WALT sing songs and say chants for Harvest WALT sing songs for Christmas	WALT explore sounds using instruments in continuous provision and adult-led activities	WALT work together to create music collaboratively, sharing ideas, resources and skills	WALT listen carefully to rhymes and songs paying attention to how they sound	WALT discuss our own and other people’s music reflect on compositions and improvisations
Spring <Musical Activities> <Our World>	WALT put our feelings into our music Start to explore, use and refine a variety of artistic effects to express their ideas and feelings	WALT say rhymes and poems and sing songs Sing in a group or on their own, increasingly matching the pitch and following the melody	WALT to engage in musical activities Explore and engage in music making and dance, performing solo or in groups	WALT improvise sounds Explore, use and refine a variety of artistic effects to express their ideas and feelings	WALT listen and discuss Begin to listen attentively, move to and talk about music, expressing their feelings and responses	WALT make our ideas even better WALT respond to music
Summer <Big Bear Funk> <Everyone!>	WALT put our own ideas into our music Explore, use and refine a variety of artistic effects to express their ideas and feelings	WALT sing nursery rhymes and songs in groups or as a solo	WALT perform and move in time songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	WALT compose our own music Explore, use and refine a variety of artistic effects to express their ideas and feelings	WALT express our feelings through music Listen attentively, move to and talk about music, expressing their feelings and responses	WALT reflect on the music that we’ve made Return to and build on their previous learning refining ideas and developing their ability to represent them

Reception	Communication and Language	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none">• Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups.

Note that the objectives may not be learned in order, but rather built on throughout the term. Go through the lessons on Charanga before you teach them and decide what to focus on. Each Charanga lesson has some singing and performing, exploring and creating, singing and sharing and performing. Anything not achieved through Charanga needs to be done in again or in addition.

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Expressive Arts and Design



Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	<p>Join in with music sessions and activities.</p> <p>Explore paint and modelling materials.</p> <p>Begin to play with toys imaginatively.</p>	<p>Children love to create and it is important that they have the time and space to do so independently, collaboratively and for an audience. They have time to role-play stories using props and costumes.</p> <p>We have a range of creative activities for the children to take part in, such as painting at an easel, modelling with dough or clay, collage using glue, and paper models. We provide recycled boxes and bottles for the children to make into models using glue, tape and paper. We show them how to join materials and how to use scissors and other tools and then give them opportunities to practice.</p> <p>Our art provision is enhanced following the children's interests or for an exciting project or theme. We might make Diva Lights for Divali or Christmas decorations. We enjoy baking and decorating foods for celebrations or links to stories like the Gingerbread Man.</p> <p>Singing is part of life here at Perton First School. The children love the sense of singing together. We also listen carefully to music to find the beat and to learn about rhymes, shapes and numbers.</p> <p>We have instruments, music, props and costumes for the children to access to enable them to role-play and perform.</p>
Nursery 1 Little Chicks	<p>Engage in musical activities, singing or dancing. Play instruments, making up songs and movements.</p> <p>Make marks intentionally. Use a range of colours and explore textures.</p> <p>Develop pretend play and start using imagination.</p>	
Nursery 2 Little Owls	<p>Mix colours and expect a change to happen. Talk in detail about drawings. Use different materials to make marks.</p> <p>Listen to sounds and respond. Remember and sing entire songs and make up my own songs. Create my own music using keyboards, technology and other instruments.</p>	
Reception ELG	<p>Creating with Materials:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive:</p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	



Music - Units of Work



KS1

Year 1

Sequence of knowledge and skills using Charanga's <<Model Music Curriculum Scheme>>

	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Unit 1 <<Introducing Beat>>	WALT make sounds explore making different sounds with the voice and Instruments	WALT sing and chant songs and rhymes in unison	WALT make musical sounds explore making different sounds with the voice and Instruments	WALT use rhythm say words/rhymes and claps/play to create simple rhythmic patterns	WALT experiment with sounds listen to and experiment with vocal and instrumental sounds	WALT describe music describe music and sounds in simple terms including pulse/beat, rhythm and pitch
Unit 2 <<Adding Rhythm and Pitch>>	WALT understand pulse show an understanding of pulse	WALT sing and chant songs and rhymes in unison	WALT make sounds explore making different sounds with the voice and Instruments		WALT copy patterns back simple rhythmic patterns and melodies	WALT reflect comment on our own performances and Compositions
Unit 3 <<Introducing Tempo and Dynamics>>	WALT respond to signals in music [start and stop at the appropriate time] WALT put actions to songs	WALT sing in tune		WALT read music understand simple graphic notation—one sign for a sound or group of sounds	WALT understand duration and tempo as being long or short feel if the tempo is fast or slow by responding to the pulse	WALT describe music [how the music makes us feel and why]
Unit 4 <<Combining Pulse, Rhythm and Pitch>	WALT follow a leader when performing as a group	WALT sing in tune improving	WALT what pulse is what it is	WALT respond to music through movement	WALT understand pitch recognise pitch as high or low	WALT describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch
Unit 5 <<Having Fun with Improvisation>>	WALT recognise visual signs for start, stop, mime actions, sing in your head	WALT to sing melodies that move mainly by step	WALT understand pulse show an understanding of pulse	WALT improvise a rhythm/sound over a given number of beats	WALT recognise different articulations [e.g. smooth and detached]	WALT comment on our own performances and compositions
Unit 6 <<Explore Sounds and Make a Story>>	WALT play a pitched note / drone (continuous note) to accompany a song	WALT sing using melodies that move mainly by step and include small intervals	WALT use pulse when playing	WALT add sound effects to a story WALT make a piece of music [to illustrate a character or mood]	WALT understand dynamics recognise differences in dynamics as loud or soft	WALT describe our feelings how the music makes us feel and why

Music - Units of Work



KS1

Year 2

Sequence of knowledge and skills using Charanga's <<Model Music Curriculum Scheme>>

	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Unit 1 Exploring Simple Patterns	WALT perform a simple melody using voice and/or instruments	WALT sing in tune within a limited pitch range up to an octave	WALT play simple rhythms	WALT use simple pitch and rhythm patterns to develop a structure for a short piece	WALT understand timbre recognise the sounds of different instruments (timbre) with an un- derstanding of how sounds are produced	WALT reflect and evaluate talk about own and peers' work and make simple suggestions for improve- ment
Unit 2 Focus on Dynamics and Tempo	WALT perform with a strong sense of pulse	WALT understand diction develop an awareness of diction when singing	WALT understand ostinato (as part of a group) maintain an ostinato (short repeated melody) or drone with the voice or on in- struments	WALT improvise a rhythm/sound over a given num- ber of beats	WALT recognise melodic shapes and patterns	WALT discuss how the music makes us feel and why
Unit 3 Exploring Feelings Through Music	WALT understand the difference between pulse and rhythm	WALT sing/chant in unison and with a simple second part	WALT play simple rhythms	WALT recognise how music will fit a topic/theme	WALT perform call and response take a lead in activities that in- volve imitation or call and re- sponse	WALT describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch
Unit 4 Inventing a Musical Story	WALT perform, demonstrating use of dynamics, pitch and tempo	WALT sing in tune within a limited pitch range up to an octave	WALT use ostinato and drone (as part of a group) maintain an ostinato (short repeated melody) or drone with the voice or on in- struments	WALT experiment with different timbres WALT notate a composition using simple graphic notation	WALT recognise the dimensions of music continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations (how a note is sounded) in all ac- tivities	WALT discuss and improve our own and others' work and make simple suggestions for Improvement
Unit 5 Music that makes you Dance	WALT perform and interpret a piece using simple notation	WALT develop an awareness of diction when singing	WALT play simple rhythms	WALT recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition	WALT recognise groups of instru- ments	WALT discuss how the music makes us feel and why
Unit 6 Exploring Improvisation	WALT follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head	WALT improve our singing/ chanting in unison and with a simple second part	WALT improve our ostinato and drone work (as part of a group) maintain an ostinato (short repeated melody) or drone with the voice or on in- struments	WALT respond to music through movement WALT understand that music can be notated in different ways WALT compose a piece with a beginning, middle and end	WALT incorporate the dimensions of music	WALT describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch

Music - Units of Work



KS2 LONGER MUSIC SESSION IN AUTUMN 2 TO ADD RECORDERS (ASK CHILDREN TO BUY THEM AUTUMN 1)

Year 3



Sequence of knowledge and skills using Charanga's <<Model Music Curriculum Scheme>> and <<Instruments>> Jane Sebba's Recorder Course and Blown Away 1

	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Unit 1 Developing Notation Skills	WALT direct using gestures direct others to start and stop using gestures and can follow a conductor	WALT sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control	WALT play a simple melody with technical control of the instrument/voice to create a pleasing sound	WALT make four-bar rhythms in groups, pairs or individually WALT understand simple rhythmic notation including crochet, quaver, minim, semibreve	WALT develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities	WALT make constructive comments on own and others' music to develop compositions and performances
Unit 2 Enjoying Improvisation RECORDERS	WALT perform, demonstrating changes in dynamics, pitch, tempo and articulation	WALT maintain a second part in a vocal or instrumental piece partner songs and rounds	WALT play a simple melody with technical control of the instrument/voice to create a pleasing sound	WALT improvise with increasing confidence (e.g. using 2-3 notes)	WALT develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities	WALT make constructive comments on own and others' music to develop compositions and performances
Unit 3 Composing Using your Imagination	WALT respond promptly to the signals for starting and stopping	WALT sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control	WALT demonstrate the difference between pulse and rhythm	WALT contribute ideas to a group composition, playing own part WALT understand graphic scores and how more than one sound can play at a time to create texture	WALT develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities	WALT make constructive comments on own and others' music to develop compositions and performances
Unit 4 Sharing Musical Experiences	WALT respond to signals for louder and quieter		WALT clap or tap a pulse whilst speaking/playing/improvising a rhythm/song	WALT choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre	WALT sing and recognise short melodic shapes and rhythmic patterns from memory	WALT use active listening to link and compare own compositions and performances, and those of other musicians
Unit 5 Learning More About Musical Styles	WALT direct peers to start and stop using gestures	WALT maintain a second part in a vocal or instrumental piece partner songs and rounds	WALT demonstrate the difference between pulse and rhythm	WALT add pitch names to musical notation to make melodies	WALT recognise different metres (e.g. 3 time and 4 time)	WALT recognise how composers use the inter-related dimensions of music to create effects and mood
Unit 6 Recognising Different Sounds	WALT follow a conductor	WALT sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control	WALT clap or tap a pulse whilst speaking/playing/improvising a rhythm/song	WALT understand how changes in pitch can be shown on either graphic score and staff notation	WALT recognise and describe how sounds are made on different instruments	WALT recognise how composers use the inter-related dimensions of music to create effects and mood

KS2 LONGER MUSIC SESSION IN SUMMER 1 TO ADD UKULELE LESSONS

Year 4

Sequence of knowledge and skills using Charanga's <<Model Music Curriculum Scheme>> and <<Instruments>> Ukulele Course

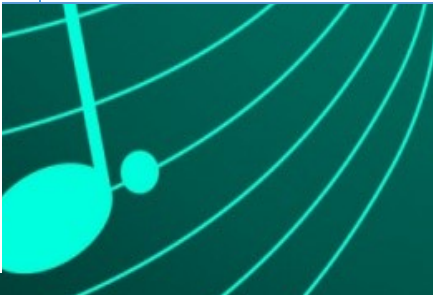
	Performing	Singing	Playing	Composing and Improvising	Listening	Reflecting and Evaluating
Unit 1 Interesting Time Signatures	WALT direct others to start and stop using gestures and can follow a conductor	WALT to sing rhythmically and expressively using a range of approximately an octave with increased control	WALT understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away	WALT show pitch changes on a stave show how an awareness of how changes in pitch can be shown on a stave	WALA musical families recognise and describe how sounds are made and changed on different instruments and how this groups them into musical families	WALT make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music
Unit 2 Combining Elements to Make Music	WALT sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience	WALT maintain a third part in a vocal piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony)	WALT understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away	WALT construct a piece with a simple structure (e.g. binary or ternary) WALT use ICT to compose	WALT memorise and read music memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation	WALT use active listening to make simple connections and comparisons between own compositions and performances and those of other musicians
Unit 3 Developing Pulse and Groove Through Improvisation	WALA good posture and diction demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound	WALT maintain a third part in a vocal piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony)		WALT compose work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone	WALT continually develop an awareness of the interrelated dimensions of music, pulse and articulations	WALT recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres
Unit 4 Creating Simple Melodies Together	WALT perform using a range of rhythmic/melodic notation and/or from graphic notation including crochet, quaver, minim, semibreve, semiquaver	WALT sing rhythmically and expressively using a range of approximately an octave with increased control	WALT understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away	WALT add own words to an existing tune to make a new song WALT improvise with increasing confidence (e.g. using 2-3 notes)	WALT recognise simple structures in the music that is being performed or listened to (e.g. phrases, binary, ternary, verse-chorus)	WALT ask questions about music in other cultures and traditions
Unit 5 Connecting Notes and Feelings & UKELELE	WALT sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience	WALT maintain a third part in a vocal piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony)		WALT make soundscapes/descriptive/atmospheric pieces with narrative/through composed structures	WALT recognise different metres (2,3 or 4 times)	WALT recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres
Unit 6 Purpose, Identity and Expression in Music	WALT perform using a range of rhythmic/melodic notation and/or from graphic notation including crochet, quaver, minim, semibreve, semiquaver	WALT sing rhythmically and expressively using a range of approximately an octave with increased control	WALT understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away	WALT add pitch names to rhythmic notation to make more complex melodies	WALT recognise a variety of metres	WALT ask questions about music in other cultures and traditions

Music - Early Years Framework and Primary National Curriculum



Progression of Early Years and NC Objectives in Art.

Early Years (Development Matters +)			KS1 (National Curriculum +)		LKS2 (National Curriculum +)																									
Nursery	Reception		Year 1	Year 2	Year 3	Year 4																								
<u>Development Matters</u> 0-3 Listen to sounds and respond appropriately Join in with singing and songs Play instruments <u>3s and 4s</u> See below	<u>Development Matters</u> See below <u>ELG</u> See below		Pupils should begin 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	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	Pupils should begin 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 inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand <i>some</i> staff and other musical notations <i>Begin to</i> appreciate and understand a wide range of high-quality live and recorded music drawn from traditions and from great composers and musicians <i>Begin to</i> develop an understanding of the history of music PFS: Learn to play recorder Access to private music lessons Extra Curricular music clubs	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 inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand <i>some</i> staff and other musical notations <i>Begin to</i> appreciate and understand a wide range of high-quality live and recorded music drawn from traditions and from great composers and musicians <i>Begin to</i> develop an understanding of the history of music PFS: Learn to play ukulele Access to private music lessons Extra Curricular music clubs																								
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ELG	Expressive Arts and Design	Being Imaginative and Expressive	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.																											



KS1 and KS2 children have a weekly singing assemblies and sing in class assemblies. We do a lot of class assemblies and performances where children have opportunity to perform. They go to church at least twice a year to sing hymns and poems for Harvest and Christmas. KS2 learn ensemble ukulele as part of their music curriculum. In EYFS children have access to instruments that they can play and explore making sounds and music. They have

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Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Play	Sounds	Mime, Performance	Patterns	Mood / effects	Direct gestures
Shake	Chants	Performing Beats	Instruments	Gestures	Traditions
Tap	Copy	Smooth Detached	Structure	Rhythmically	Genres
Bang		Start Stop	Melodic	Expressively	Musical families
Instruments	Improve	Tune Long Short	Pulse / Rhythm	Melody	Fading
	Discuss	Fast Slow Follow	Imitation	Pairs / individually	Purpose
Listen	Compose	High Low	Call and Response		Place
Create	Reflect	Pitched note		Constructive	Time
Respond	Listen	Pitch	Suggest improvement	Contribute	Cultures
	Create	Loud	Awareness	Connections	Impact on audience
	Explore	Soft	Difference between	Comparisons	3rd part harmony
	Make	Accompany	Contrasts		Soundscapes
	Respond	Sound effects	Composition	4 bar rhythms	atmospheric
	Improvise	Mood		Graphic scores	
		Feeling	Octave / Crochets / Quavers	Texture	Maintain / Direct / Discuss
		Listening	Crochet rests / Timbre / Ostinato	Pitch names	Impact / Sustaining / Independently
		Moving	Articulations / Dynamics / Pitch	Metres (3 time, 4 time)	Selection / Techniques
		Style	Tempo / Conductor / Unison	Composers	
			Compose / Diction / Rhythm	Interrelated dimensions of music	Binary / Ternary / Crochet
	Musical Effects	Experiment / Describe	Duration / Pitch / Notate	Rounds	Semibreve / Quaver / Minim
	Solo	Comment / Understanding	Staff notation	Rhythmic notation	Semiquaver / Timbre / Texture
	Rhythm		composition	Crochet / Semibreve / Quaver	Stave / 3rd part / Rounds
		Unison / Drone (continuous note) / Rhythmic patterns		Minim / Pulse / Duration / Pitch	Texture / Timbre
		Composition /		Tempo / Dynamics / Articulations	Metres (2,3,4 time)
		Graphic notation			Rhythmic, melodic notation
		Duration / Tempo			Phrases / Verse / Chorus
		Pitch / Pulse / beat			Graphic notation
		Rhythm / Articulations			Pitch names
		Dynamics / Improvisation			

Music - Songs to sing in class from Charanga



Each year group to learn. On top of these are the assembly songs, Christmas songs, Harvest songs and Easter songs and class assembly songs

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Pat-a-Cake	Pat-a-Cake	1-2-3-4-5	Music is in my Soul	Home is Where the Heart Is	Hoedown
1,2,3,4,5 Once I caught a fish alive	1,2,3,4,5 Once I caught a fish alive	Head, Shoulders, Knees and Toes	Hey Friends	Let's Work it Out Together	I'm Always There
This Old Man	This Old Man	Shapes, We Talk to Animals	Hello	Please Be Kind	Martin Luthur King
Five Little Ducks	Five Little Ducks	We are Together	Sparkle in the Sun	Love What We Do	Looking in the Mirror
I'm a Little Teapot	Name Song	Twinkle, Twinkle, Little Star	Listen	When The Saints Go Marching In	Take Time in Life
The Grand Old Duke of York	Things for Fingers	In the Orchestra	The Orchestra Song	My Bonnie Lies Over the Ocean	Scarborough Fair
Ring O' Roses	I'm a Little Teapot	Daisy Bell (Bicycle Made for Two)	Rainbows	Your Imagination	Bringing us Together
Hickory Dickory Dock	The Grand Old Duke of York	Dancing Dinosaurs, Rock-a-bye Baby	Hands, Feet, Heart	You're a Shining Star	Old Joe Clark
Wind the Bobbin Up	Ring O' Roses	I'm a Little Teapot	All Around the World	Music Makes the World Go Round	Dance With Me
Five Little Monkeys Jumping on the Bed	Hickory Dickory Dock	If you're Happy and You Know It	Helping Each Other	Friendship Song	Let your Spirit Fly
Twinkle, Twinkle Little Star	Not Too Difficult	Sing me a Song, Sparkle	The Music Man	Family	Freres Jacques
If You're Happy and You Know It	The ABC Song	Rhythm in the Way we Walk	Let's Sing Together	Come On Over	The Other Side of the Moon
Heads, Shoulders, Knees and Toes	Wind the Bobbin Up	Big Bear Funk, Baby Elephant	I Wanna Play in a Band	He's Got the Whole World in His Hands	Train is a Comin'
Old McDonald	Rock-a-bye Baby	Days of the Week	Music is all Around	Why Does Music Make a Difference?	Oh Happy Day
Incy Wincy Spider	Five Little Monkeys Jumping on the Bed	Name Song, Cuckoo	Saying Sorry	Panda Extravaganza	A World Full of Sound
Baa Baa Black Sheep	Twinkle, Twinkle Little Star	Upside Down, Hush Little Baby	The Sunshine Song		You Can See It Through
Row, Row, Row Your Boat	If You're Happy and you Know It	Who Took the Cookie	Four White Horses		The Octopus Slide
The Wheels on the Bus	Heads, Shoulders, Knees and Toes	Getting Dressed, Dress Up	Down By the Bay		Connect
	Old McDonald	Brush Our Teeth, Get Ready			
	Incy Wincy Spider	Up and Down			
	Baa Baa Black Sheep	Star Light, Star Bright			
	Row, Row, Row Your Boat	Bear Went Over the Mountain			
	The Wheels on the Bus	In the Sea			
	The Hokey Cokey	Alice the Camel			
	Big Bear Funk	10 Green Bottles			
		Zootime			
		She'll be Comin' 'Round the Mountain			

Music - Music to Listen to in addition to Charanga



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
		Rondo alla Turca [Mozart] Mars from The Planets [Holst] Wild Man [Kate Bush] Runaway Blues [Ma Rainey] Fanfarra (Cabua-Le-Le) [Sergio Mendes/Carlinhos Brown]	Night Ferry [Anna Clyne} Bolero [Ravel] Rondo alla Turca [Mozart] Mars from The Planets [Holst] Hound Dog [Elvis Presley] With A Little Help From My Friends [The Beatles] Wild Man [Kate Bush] Runaway Blues [Ma Rainey] Baris [Gong Kebyar of Peliatan] Fanfarra (Cabua-Le-Le) [Sergio Mendes/Carlinhos Brown]	Hallelujah from Messiah [Handel] Night on a Bare Mountain [Mussorgsky] Jai Ho from Slumdog Millionaire [A.R. Rahman] Night Ferry [Anna Clyne} Bolero [Ravel] Rondo alla Turca [Mozart] Mars from The Planets [Holst] Hound Dog [Elvis Presley] With A Little Help From My Friends [The Beatles] I Got You (I Feel Good) [James Brown] Wild Man [Kate Bush] Runaway Blues [Ma Rainey] Baris [Gong Kebyar of Peliatan] Fanfarra (Cabua-Le-Le) [Sergio Mendes/Carlinhos Brown]	Symphony No.5 [Beethoven] O Euchari [Hildegard] For the Beauty of the Earth [Rutter] Hallelujah from Messiah [Handel] Night on a Bare Mountain [Mussorgsky] Jai Ho from Slumdog Millionaire [A.R. Rahman] Night Ferry [Anna Clyne} Bolero [Ravel] Rondo alla Turca [Mozart] Mars from The Planets [Holst] Take the 'A' Train [Billy Strayhorn/Duke Ellington Orchestra] Wondrwall [Oasis] Hound Dog [Elvis Presley] With A Little Help From My Friends [The Beatles] I Got You (I Feel Good) [James Brown] Le Freak [Chic] Wild Man [Kate Bush] Runaway Blues [Ma Rainey]