



MUSIC

EXPRESSIVE ARTS AND DESIGN 1 (Exploring and Using Media and Materials)

EXPRESSIVE ARTS AND DESIGN 2 (Being Imaginative)

This document shows how our Music curriculum develops from Nursery to Year 2.

Music is used throughout our school. It brings meaning and enrichment to learning through topics. It is also a medium for celebrating and nurturing our school identity and ethos through experiences in assembly. Our weekly ‘sing and sign’ assembly link British Sign Language to song. It is also a means of reaching out to our local community through school productions, year group assemblies and our annual Year 2 community singing at Christmas.

Intent: EYFS

In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on giving children opportunities to explore untuned musical instruments, modelling how instruments are played and linking musical experiences to learning across the curriculum through singing. We recognise that there are aspects of music teaching that are linked to early phonological development and Phase 1 of the DFE document ‘Letters and Sounds’; ■ Aspect 2: General sound discrimination – instrumental sounds ■ Aspect 3: General sound discrimination – body percussion ■ Aspect 4: Rhythm and rhyme ■ Aspect 6: Voice sounds

	Learning experiences	Key vocabulary	Development Matters in the EYFS
Nursery	<p>Focused small group adult led experiences with musical instruments; naming instruments, modelling expectations, investigating how to play instruments, comparing sounds, matching sounds to instruments, moving in response to beat and rhythm, copying rhythms</p> <p>Exploring musical instrument in child-initiated learning</p> <p>A variety of CDs available for children to listen to, respond and move to. Music is representative of different styles of music and from a range of cultures.</p> <p>Developing a repertoire of favourite songs</p>	<p>Naming musical instruments</p> <p>Beat</p> <p>Loud/quiet/soft</p> <p>Fast/slow</p>	<ul style="list-style-type: none"> • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Begins to move to music, listen to or join in rhymes or songs • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound.

			<ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Reception	<p>Adult led experiences with musical instruments; naming instruments, modelling expectations, investigating how to play instruments, comparing sounds, matching sounds to instruments, moving in response to beat and rhythm, copying rhythms</p> <p>Making up sound stories based on photographs, and familiar stories (Three Singing Pigs, Peace at Last)</p> <p>Exploring musical instrument in child-initiated learning with opportunities to revisit experiences introduced in adult-led learning</p> <p>Developing a space for performances</p> <p>A variety of CDs available for children to listen to, respond and move to. Music is representative of different styles of music and from a range of cultures.</p> <p>In adult led learning, children are able to talk about likes and dislikes, make comparisons and explain the reasons for their choices</p> <p>Extending repertoire of favourite songs, including songs that relate to topic based learning</p>	<p>Naming musical instruments</p> <p>Beat</p> <p>Loud/quiet/soft</p> <p>Fast/slow</p>	<ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Intent: Year 1 and 2

As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. In addition to discrete music teaching, children will also gain experience through school assemblies, ‘Sing and Sign’ assembly, year group assemblies for parents/carers and school productions.

To support the teaching of music and musical skills, knowledge and understanding in Key Stage 1 at Turnfurlong Infant School, we use the on-line teaching resource Active Music.

The National Curriculum Key Stage 1 Programmes of Study for Music tell us that Key Stage 1 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

	<u>Year 1</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences</i>	<u>Key vocabulary</u>
Using voices expressively and creatively		<p>Active Music: Pitch Year 1</p> <ul style="list-style-type: none"> • What is the difference between speaking and singing? • How can sounds be changed from high to low? • Develop greater accuracy with pitch matching • Following a scale going up and down with singing and actions <p>Active Music: Rhythm and Pulse Year 1</p> <ul style="list-style-type: none"> • Chanting and reading Ta and Te-Te rhythm 	<p>Performance</p> <p>Pitch</p> <p>High</p> <p>Low</p> <p>So</p> <p>Mi</p> <p>La</p> <p>Melody</p>		<p>Active Music: Pitch Year 2</p> <ul style="list-style-type: none"> • Experiment with different timbres of voice • To read and sing from rhythm and pitch notation 	<p>Timbre</p> <p>Notation</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>High</p> <p>Low</p> <p>So</p>

		<p>Active Music: Singing games Year 1</p> <ul style="list-style-type: none"> To follow musical instructions from cue words 	Pulse		<p>Active Music: Singing games Year 2</p> <ul style="list-style-type: none"> To sing with rhythmic accuracy 	<p>Mi</p> <p>La</p> <p>Melody</p>
	<u>Year 1</u>	Learning experiences	Key vocabulary	<u>Year 2</u>	Learning experiences	Key vocabulary
Playing Instruments		<p>Active Music: Instrumental Year 1</p> <ul style="list-style-type: none"> Explore different instrument sounds and how they can be played To play un-tuned instruments; following instructions of gestures, symbol cards and word cues To respond to different tempos Chant and play instruments in two parts <p>Active Music: Pitch Year 1</p> <ul style="list-style-type: none"> Play tuned instruments to a steady pulse/accurate rhythm to accompany singing 	<p>Tempo</p> <p>Rest</p> <p>Pulse</p> <p>Rhythm</p> <p>Conductor</p>		<p>Active Music: Instrumental Year 2</p> <ul style="list-style-type: none"> Play instruments with different timbres Listen to and internalise and play more complex rhythm patterns, keeping a steady pulse To copy and improvise short rhythm patterns To recall and improvise 4-beat patterns on instruments Create musical patterns from chosen symbol orders Attach different rhythm symbols to different instrumental timbres Play instruments in two parts <p>Active Music: Pitch Year 2</p> <ul style="list-style-type: none"> Play tuned instruments to a steady pulse as an accompaniment to singing To improvise instrumental patterns 	<p>Improvise</p> <p>Pulse</p> <p>Rhythm</p> <p>Timbre</p>

		<p>Active Music: Rhythm and Pulse Year 1</p> <ul style="list-style-type: none"> Use percussion instruments to play rhythm patterns 				
	<u>Year 1</u>	Learning experiences	Key vocabulary	<u>Year 2</u>	Learning experiences	Key vocabulary
Listening with concentration and understanding		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>How does music make you feel? What does it remind you of?</p> <p>Music associated with sport and Olympics; 'Chariots of Fire' - Vangelis, 'Olympic fanfare and theme' – John Williams, 'The Olympic Spirit' – John Williams</p>	<p>Pulse</p> <p>Pitch</p> <p>Tempo</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>How does music make you feel? What does it remind you of?</p> <p>'Carnival of the animals' – Camille Saint Saens</p>	<p>Pulse</p> <p>Pitch</p> <p>Tempo</p>
	<u>Year 1</u>	Learning experiences	Key vocabulary	<u>Year 2</u>	Learning experiences	Key vocabulary
Experimenting, creating, selecting, combining		<p>Active Music: Rhythm and Pulse Year 1</p> <ul style="list-style-type: none"> What is steady beat? Keeping a pulse with actions and body percussion Follow a pulse at varying tempos Introduce Ta and Te-te Introduce a REST 	<p>Pulse</p> <p>Pitch</p> <p>Tempo</p> <p>Rest</p>		<p>Active Music: Rhythm and pulse Year 2</p> <ul style="list-style-type: none"> What is meant by a pulse? Keeping a pulse when singing with actions and clapping games with partners What is the difference between rhythm and pulse? 	<p>Pulse</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p>

		<ul style="list-style-type: none"> • Rehearsing and performing in groups <p><i>Active Music: Pitch Year 1</i></p> <ul style="list-style-type: none"> • To create musical patterns by writing 4-beat rhythm and pitch phrases; practice and perform in groups 			<ul style="list-style-type: none"> • Compose and perform rhythm patterns in groups; appraise and improve own work <p><i>Active Music: Instrumental Year 2</i></p> <ul style="list-style-type: none"> • To be part of a whole class composition • To compose 4 beat rhythm patterns; practise and perform, appraise 	Ostinato
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