



Music

Teaching music skills to inspire a love of music for life!

The National curriculum states: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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

History in our Early Years Foundation Stage

<u>Key Objectives EYFS</u> <i>In Foundation music is taught through the curriculum area 'expressive arts and design'. The Early Learning Goal for this area is:</i>	<u>Expressive arts and design</u> <i>Creating with Materials Children at the expected level of development will:</i> • 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. <i>Being Imaginative and Expressive Children at the expected level of development will:</i> • 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.
<u>Key experiences to be provided in Foundation</u> <i>During Foundation we help children to begin to build on their musical experiences and develop their listening, composing and performing skills. Music is integrated throughout the day in different ways, from formal music lessons,</i>	<i>Singing songs, rhymes and chants on a daily basis</i> <i>Opportunities to explore how sound and music can be made and changed</i> <i>Time to investigate musical instruments, both tuned and untuned and even make their own</i> <i>Time to listen to a wide range of music in many different styles and from different cultures and time periods</i>

<i>through invitations to explore, investigate, compose and perform during discovery time, to whole class listening to and learning of songs, rhymes and chants to support learning in other areas and classroom management.</i>	<i>Opportunities to respond to what they hear through discussion, movement and/or dance and other art mediums such as drawing/painting</i> <i>Participating in singing worships at least once a week</i> <i>Tapping out simple rhythm patterns and creating their own simple rhythm patterns</i> <i>Composing pieces both in small groups and whole class</i> <i>Children are encouraged to evaluate their own and others work by being a critical friend.</i> <i>Taking part in a range of musical performances</i>
The Characteristics of Effective Learning These describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. We encourage our children to use all the Characteristics of Effective Learning during their musical experiences in Early Years.	<i>Playing and exploring – Engagement</i> <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to ‘have a go’</i> <i>Active Learning – Motivation</i> <i>Being involved and concentrating</i> <i>Keep trying</i> <i>Enjoying achieving what they set out to do</i> <i>Creative and critical thinking</i> <i>Having their own ideas</i> <i>Making links</i> <i>Working with ideas</i>

Taught units of our Early Years Foundation Stage Curriculum

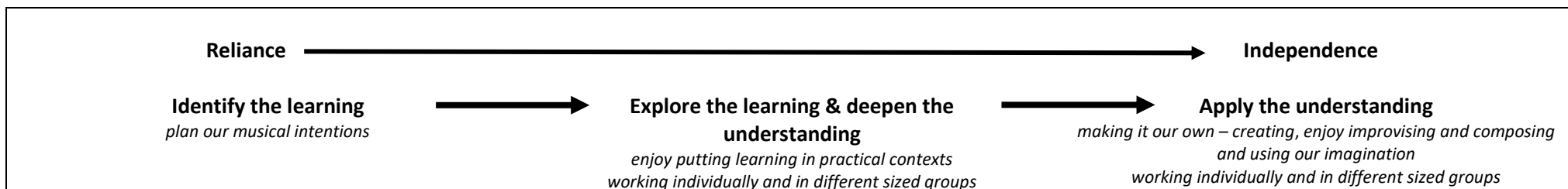
Foundation	Autumn	Spring	Summer
	Title/context: <i>Getting to know you</i> Dimension focus: <i>duration and timbre</i>	Title/context: <i>Dragon Dance</i> Dimensions Focus: <i>duration</i>	Title / Context: <i>Incy Wincy Spider</i> Dimensions Focus: <i>pitch & texture</i>
	Title/context: <i>Christmas Nativity</i>	Title / Context: <i>The Weather</i> Dimensions Focus: <i>dynamics & tempo</i>	Title / Context: <i>On the beach</i> Dimensions Focus: <i>structure & timbre</i>

Music in Key stage 1

<i>The National Curriculum requirements that our children will study, through a two-year rolling cycle of key stage 1 units:</i>	• 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
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Key Stage 1

In Key Stage 1 we use Hampshire Music Service's Pathways to Musical Independence to support our planning, resourcing and teaching. We believe quality music teaching moves children from relying on copying adults, through exploring for themselves, during which, with the support of skilled adults, they gain the knowledge and skills for musical independence. This empowers them to create, compose, rehearse and perform freely. We achieve this through the delivery of weekly music lessons taught in thematic units alongside a wide range of other musical experiences. During the thematic units, our children learn about 7 musical dimensions (tempo, pitch, dynamics, structure, timbre, texture and duration) and build on the musical skills of Singing, playing, rehearsing and performing, notating, listening and responding.



CYCLE A			
		Substantive knowledge (The knowledge of the 7 musical dimensions: tempo, pitch, dynamics, structure, timbre, texture and duration) <i>Year 1 Year 2</i>	Disciplinary knowledge (The skills of singing, playing, rehearsing and performing, notating, listening and responding) <i>Year 1 Year 2</i>
Autumn 1	Title / Context: Dragons Dimensions Focus: dynamics & tempo Skills focus: Singing & Listening and responding	Dynamics: <i>Explore, respond to, recognise and identify loud, moderate, quiet sounds and silence.</i> <i>Create and remember dynamic patterns</i> <i>understand that dynamic contrast can be used to convey ideas.</i> <i>Respond to, recognise and identify getting louder and getting quieter.</i> <i>Understand that sounds getting louder or quieter can convey meaning.</i> Tempo: <i>Explore, respond to, recognise and identify fast, moderate and slow.</i> <i>Know different tempos and recognise the meaning they can convey.</i> <i>Respond to, recognise and identify getting faster and slower.</i> <i>Create and use sounds that get faster / slower to convey meaning.</i>	Singing: <i>Explore and use vocal sounds, chant and singing rhymes and songs illustrating character and or mood.</i> <i>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas.</i> <i>Build on year 1 knowledge through showing an awareness of breathing and posture.</i> <i>Use simple vocal patterns as accompaniments.</i> Listening and responding: <i>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts</i> <i>Consider how music makes you feel.</i> <i>Use musical experiences as a stimulus for their own music making.</i> <i>Build on Year 1 knowledge by distinguishing between sounds and music in different contexts.</i> <i>Begin to consider how music illustrates the composer's ideas. T</i> <i>Use musical experiences as a stimulus for their own music making.</i>

Autumn 2	Title / Context: Christmas Nativity Dimensions Focus: texture	Texture: Explore, respond to and recognise solo sounds and layers of sound in the context of learning and performing songs for the Nativity production. Respond to and begin to recognise and use different layers including simple accompaniments in the context of learning and performing songs for the Nativity production.	Rehearsing and performing: Sing and play in time Start to develop musical memory Follow a range of simple directions including ideas about improving and performing Begin to make suggestions about how a performance could be improved Build on Year 1 knowledge through following a wider range of directions Developing an awareness of why and how to improve Make changes that contribute to the overall musical effect Present a polished performance
Spring 1	Title / Context: Jolly Rogers Dimensions Focus: structure & timbre Skills focus: Singing	Structure: Explore and respond to sequences of stories and simple patterns. Distinguish between the same and different. Start to order sounds purposefully. Recognise simple structures including openings and endings, beginning-middle-end, echoes and responses, simple repeated patterns(ostinato) Order sounds to create sequences of patterns/events Timbre: Use and respond to a range of sounds and sound makers including vocals. Choose and use sounds to describe musical ideas/add sound effects. Use/identify families of percussion instruments, their sound properties and how they can be played. Use/identify vocal sounds and how they could be used. Create sounds and use them to illustrate ideas.	Singing: Explore and use vocal sounds, chant and singing rhymes and songs illustrating character and or mood. Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas. Build on year 1 knowledge through showing an awareness of breathing and posture. Use simple vocal patterns as accompaniments.
Spring 2	Context: Great Fire of London Dimension focus: dynamics Skills focus: Playing	Dynamics: Explore, respond to, recognise and identify loud, moderate, quiet sounds and silence. Create and remember dynamic patterns understand that dynamic contrast can be used to convey ideas. Respond to, recognise and identify getting louder and getting quieter. Understand that sounds getting louder or quieter can convey meaning.	Playing: Explore/use increased range of sounds including body percussion Begin to use correct percussion techniques Show an awareness of dominant hand. Use sound-makers and instruments to create and illustrate simple/varied ideas. Demonstrate accuracy/control of correct technique on a range of instruments Use both hands, differentiating between right and left Begin to play with musical intent
Summer 1	Title / Context: Minibeasts on the Move Dimensions Focus: duration	Duration: Respond to/recognise patterns of long/short sounds and steady beats in music heard and performed. Create and remember patterns of long and short sounds Use a steady beat.	Playing: Explore/use increased range of sounds including body percussion Begin to use correct percussion techniques Show an awareness of dominant hand.

	Skills focus: Playing & notation	<i>Respond to, recognise and distinguish between steady beats (counted in 4s, 2s and 3s) and rhythm patterns and how they fit together.</i> <i>Remember rhythm patterns and order them to convey ideas.</i>	<i>Use sound-makers and instruments to create and illustrate simple/varied ideas.</i> <i>Demonstrate accuracy/control of correct technique on a range of instruments</i> <i>Use both hands, differentiating between right and left</i> <i>Begin to play with musical intent</i> Notating: <i>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.</i> <i>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.</i>
Summer 2	Title / Context: Wispy Willow Dimensions Focus: pitch Skills focus: Playing	Pitch <i>Explore, respond to and recognise high, middle, low sounds</i> <i>Create and remember high, low and middle sound patterns</i> <i>Respond to, recognise and identify the general shape of melodies</i> <i>Begin to recognise steps, leaps and repeated notes</i> <i>Create and remember melodic patterns, use them to illustrate ideas.</i>	Playing: <i>Explore/use increased range of sounds including body percussion</i> <i>Begin to use correct percussion techniques</i> <i>Show an awareness of dominant hand.</i> <i>Use sound-makers and instruments to create and illustrate simple/varied ideas.</i> <i>Demonstrate accuracy/control of correct technique on a range of instruments</i> <i>Use both hands, differentiating between right and left</i> <i>Begin to play with musical intent</i>
CYCLE B			
		Substantive knowledge <i>(The knowledge of the 7 musical dimensions: tempo, pitch, dynamics, structure, timbre, texture and duration)</i> <i>Year 1 Year 2</i>	Disciplinary knowledge <i>(The skills of singing, playing, rehearsing and performing, notating, listening and responding)</i> <i>Year 1 Year 2</i>
Autumn 1	Title / Context: Toys Dimensions Focus: tempo Skills focus: singing	Tempo: <i>Explore, respond to, recognise and identify fast, moderate and slow.</i> <i>Know different tempos and recognise the meaning they can convey.</i> <i>Respond to, recognise and identify getting faster and slower.</i> <i>Create and use sounds that get faster / slower to convey meaning.</i>	Singing: <i>Explore and use vocal sounds, chant and singing rhymes and songs illustrating character and or mood.</i> <i>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas.</i> <i>Build on year 1 knowledge through showing an awareness of breathing and posture.</i> <i>Use simple vocal patterns as accompaniments.</i>
Autumn 2	Title / Context: Christmas Nativity Dimensions Focus: pitch	Pitch: <i>Explore, respond to and recognise high, middle and low sounds in the context of learning and performing songs for the nativity production</i> <i>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes in the context of learning and performing songs for the Nativity production.</i>	Rehearsing and performing: <i>Sing and play in time</i> <i>Start to develop musical memory</i> <i>Follow a range of simple directions including ideas about improving and performing</i> <i>Begin to make suggestions about how a performance could be improved</i>

	Skills focus: rehearsing and performing		Build on Year 1 knowledge through following a wider range of directions Developing an awareness of why and how to improve Make changes that contribute to the overall musical effect Present a polished performance
Spring 1	Title / Context: Titanic Dimension Focus: duration, texture & structure Skills focus: notation	Duration: Respond to/recognise patterns of long/short sounds and steady beats in music heard and performed. Create and remember patterns of long and short sounds Use a steady beat. Respond to, recognise and distinguish between steady beats (counted in 4s, 2s and 3s) and rhythm patterns and how they fit together. Remember rhythm patterns and order them to convey ideas. Structure: Explore and respond to sequences of stories and simple patterns. Distinguish between the same and different. Start to order sounds purposefully. Recognise simple structures including openings and endings, beginning-middle-end, echoes and responses, simple repeated patterns(ostinato) Order sounds to create sequences of patterns/events	Notating: Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions. Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.
Spring 2	Title / Context: As Cold as Ice Dimensions Focus: duration & structure Skills focus: listening and responding	Duration: Respond to/recognise patterns of long/short sounds and steady beats in music heard and performed. Create and remember patterns of long and short sounds Use a steady beat. Respond to, recognise and distinguish between steady beats (counted in 4s, 2s and 3s) and rhythm patterns and how they fit together. Remember rhythm patterns and order them to convey ideas. Structure: Explore and respond to sequences of stories and simple patterns. Distinguish between the same and different. Start to order sounds purposefully. Recognise simple structures including openings and endings, beginning-middle-end, echoes and responses, simple repeated patterns(ostinato) Order sounds to create sequences of patterns/events	Listening and responding: Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts Consider how music makes you feel. Use musical experiences as a stimulus for their own music making. Build on Year 1 knowledge by distinguishing between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas. T Use musical experiences as a stimulus for their own music making.
Summer 1	Title / Contexts: Forests	Dynamics: Explore, respond to, recognise and identify loud, moderate, quiet sounds and silence. Create and remember dynamic patterns understand that dynamic contrast can be used to convey ideas.	Playing: Explore/use increased range of sounds including body percussion Begin to use correct percussion techniques Show an awareness of dominant hand.

	Dimensions focus: dynamics, timbre & structure Skills focus: playing	<i>Respond to, recognise and identify getting louder and getting quieter.</i> <i>Understand that sounds getting louder or quieter can convey meaning.</i> Timbre: <i>Use and respond to a range of sounds and sound makers including vocals.</i> <i>Choose and use sounds to describe musical ideas/add sound effects.</i> <i>Use/identify families of percussion instruments, their sound properties and how they can be played.</i> <i>Use/identify vocal sounds and how they could be used.</i> <i>Create sounds and use them to illustrate ideas.</i> Structure: <i>Explore and respond to sequences of stories and simple patterns.</i> <i>Distinguish between the same and different.</i> <i>Start to order sounds purposefully.</i> <i>Recognise simple structures including openings and endings, beginning-middle-end, echoes and responses, simple repeated patterns(ostinato)</i> <i>Order sounds to create sequences of patterns/events</i>	<i>Use sound-makers and instruments to create and illustrate simple/varied ideas.</i> <i>Demonstrate accuracy/control of correct technique on a range of instruments</i> <i>Use both hands, differentiating between right and left</i> <i>Begin to play with musical intent</i>
Summer 2	Title / Context: The Old Castle Dimensions Focus: timbre Skills focus: playing	Timbre: <i>Use and respond to a range of sounds and sound makers including vocals.</i> <i>Choose and use sounds to describe musical ideas/add sound effects.</i> <i>Use/identify families of percussion instruments, their sound properties and how they can be played.</i> <i>Use/identify vocal sounds and how they could be used.</i> <i>Create sounds and use them to illustrate ideas.</i>	Playing: <i>Explore/use increased range of sounds including body percussion</i> <i>Begin to use correct percussion techniques</i> <i>Show an awareness of dominant hand.</i> <i>Use sound-makers and instruments to create and illustrate simple/varied ideas.</i> <i>Demonstrate accuracy/control of correct technique on a range of instruments</i> <i>Use both hands, differentiating between right and left</i> <i>Begin to play with musical intent</i>

