

SUBJECT: MUSIC



Statement of INTENT:

- To foster children’s understanding and enjoyment of music through an active involvement in listening, composing and performing.
- To develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work such as listening, creativity, intuition, aesthetic sensitivity, perseverance, self-esteem and awareness of others.
- To encourage every child to develop musical skills through which they can express and communicate ideas, thoughts, enjoyment and feelings.
- To encourage children to reflect on various types of music developing their ability to make judgements of musical quality and extending their own personal interests in music.
- To develop their understanding and appreciation of other cultures, traditions and places through the exploration of various styles of music from around the world.

Age related Breadth of Study

	EYFS	KS1	KS2
	<p><u>ELG:</u></p> <p>Sing a range of well known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time to the music.</p>	<p><u>National Curriculum statements:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 	<p><u>National Curriculum statements:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 interrelated 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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sings in a group on his/her own, increasingly matching the pitch or following the melody.</p> <p>Sings a range of well-known Nursery rhymes and songs.</p>	<p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p>Learn and perform chants, rhythms, raps and songs.</p>	<p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts</p>	<p>Sing songs with multiple parts with increasing confidence</p>	<p>Sing as part of an ensemble with confidence and precision</p>	<p>Sing as part of an ensemble with increasing confidence and precision</p>	<p>Sing as part of an ensemble with full confidence and precision</p>

Playing and Performing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explores and engages in music making, performing solo or in groups.</p> <p>Performs songs and rhymes with others and when appropriate tries to move in time to the music.</p>	<p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Learn to follow the conductor or band leader.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p>	<p>Use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Play instruments using the correct techniques with respect.</p> <p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p>Play and perform in solo or ensemble contexts with confidence</p>	<p>Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Understand how pulse, rhythm and pitch work together</p> <p>Compose complex rhythms from an increasing aural memory.</p>	<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>

Listening to Music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen attentively, moves to and talks about music, expressing his/her feelings and responses.</p>	<p>Listen to music with sustained concentration.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Recognise different instruments</p> <p>Discuss feelings and emotions linked to different pieces of music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Understand that timbre describes the character or quality of a sound.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>	<p>Confidently recognise a range of musical instruments.</p> <p>Listen with direction to a range of high- quality music.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p>	<p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Listen to and recall sounds with increasing aural memory</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvisation/ Composition			<p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Understand that composition is when a composer writes down and records a musical idea</p>		Improvise with increasing confidence using own voice, rhythms and varied pitch	Improvise and compose music for a range of purposes using the inter-related dimensions of music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical Notation				Develop an understanding of formal, written notation which includes crotchets and rests	Develop an understanding of formal, written notation which includes minims and quavers	Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	<p>Create a simple composition and record using formal notation.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p>

History of Music	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Develop an increasing understanding of the history and context of music	Develop a deeper understanding of the history and context of music