

MUSIC

MUSIC INTENT STATEMENT

At Oldbrook First School, our aim is to make music lessons an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

MUSIC IMPLEMENTATION

The music curriculum is taught in discrete subject lessons through the use of an online learning platform, Charanga Music School. This scheme provides teachers with weekly lessons as part of a half-termly unit. The scheme supports all the requirements detailed in the National Curriculum and offers enrichment activities to challenge those children who are seeking more complex creating and exploring opportunities. Music is used in everyday learning and is part of daily such life such as chanting times tables in Mathematics and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and end of year shows, demonstrate that music is important to the life of the school.

MUSIC IMPACT

Pupils at Oldbrook First School participate in music to promote their ability to listen, develops concentration and improves wellbeing. We want to ensure that music is loved by pupils and teachers across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future. Charanga Music School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. The children's exposure to the same music concept through different musical activities enables them to be secure with a deep understanding of musical skills. Teachers carry out final end of year assessments using an assessment criterion developed in line with the National Curriculum and Target Tracker. Age related expectation levels are reported to parents at the end of the academic year.

MUSIC OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Continuous Provision offering listening to music and playing instruments.					
Reception	Me!	My Stories	Everyone!	Our World	Big Bead Funk	Reflect, Rewind and Replay
Year 1	Hey You! To know that we can create rhythms from words, our names, favourite, food, colours and animals.	Rhythm In The Way We Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feed, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery		Christmas Performance	Panto at MK Theatre			Leaver's Assembly
Reception		Christmas Performance	Panto at MK Theatre			Leaver's Assembly
Year 1		Christmas Performance	Panto at MK Theatre			Leaver's Assembly
Year 2		Christmas Performance	Panto at MK Theatre			Leaver's Assembly

MUSIC PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
Listening and Appraising	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Old School Hip-Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Classical. Move to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.</p>	<p>Afropop, South African, Rapping, Rock, Reggae, Pop, Classical. Move to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p>
Performing	<p>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. 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. 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.</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices; you can rap or say words in rhythm. Learn to start and stop singing when following a leader. Confidently sing or rap five songs from memory and sing them in unison. Enjoy moving to music by dancing, marching, being animals or pop stars. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p>
Improvisation	Explore, use and refine a variety of	Clap and Improvise – Listen and	Clap and Improvise – Listen and	Improvise and compose music for a

	artistic effects to express their ideas and feelings.	clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations;
Composing	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.	Find the pulse, Rhythm copy back, Pitch copy back and vocals. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Develop an understanding of the history of music.
Vocabulary	Sing, listen, melody, perform	Pulse, rhythm, pitch, tempo, composition, rap, singing, using imagination, history of music	Embed pulse, tempo, dynamics, rhythm and pitch, band, solo, composer, composition, history of music,	Music element/ dimensions,