

MUSIC

MUSIC INTENT STATEMENT

At Oldbrook First School and Nursery, 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 based on the Sing Up scheme. 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 assessments termly which are recorded and are used to support the final end of year assessment. Age related expectation levels are reported to parents at the end of the academic year.

MUSIC OVERVIEW

EF	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Let's Be Friends	Travel and Movement	This Is Me	Animal Tea Party	I've Got Feelings	Let's Jam!
Reception	I've got a Grumpy Face The Sorcerer's Apprentice	Witch, Witch Row, Row, Row Your Boat	Bird Spotting: Cuckoo Polka Shake My Sillies Out	Up and Down Five Fine Bumble Bees	Down There Under the Sea It's Oh So Quiet	Slap, Clap, Clap Bow, Bow, Bow, Belinda
Year 1	Menu song	Colonel Hathi's March The King is in the Castle	Football	Musical Conversations Cat and Mouse	Come Dance With Me	Language Through African Drumming
Year 2	Tony Chestnut	Carnival of the Animals Magical Musical Aquarium	Minibeasts	Grandpa Rap	Swing-a-long With Shostakovich Barnaby Goes to the Seaside	Tanczyny Labada

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
Listen and Appraise Term 1	Identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.
	Begin to use musical terms (louder quieter, faster/slower higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.
	Respond to music in a range of ways (e.g. movement, talking, writing).	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.
		Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand that a folk song is music that belongs to the people of a particular place.
Listen and Appraise Term 2	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
	Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.

		movement.		
	Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).
	Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.
	Listen to a piece of classical music and respond through dance.			
Listen and Appraise Term 3	Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.
	Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skips').	Move in time with the beat of the music.
	Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	
	Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
	Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.	
			Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.	
Improvise and Compose Term 1	Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.
	Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.
	Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.	

	Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.	
	Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.	
			Structure compositional ideas into a bigger piece.	
			Improvise solos using instruments.	
Improvise and Compose Term 2	Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.
	Create a sound story using instruments to represent different animal sounds/movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.
	Make up new lyrics and accompanying actions.	Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.
	Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.
Improvise and Compose Term 3	Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.
	Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.
	Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.
	Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.	
	Invent and perform actions for new verses.		Understand and use dynamics.	
Sing and Play Term 1	Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.
	Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.

	Use the voice to adopt different roles and characters.	Copy a leader in a call-and response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.
	Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.		
	Play a steady beat on percussion instruments.			
Sing and Play Term 2	Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant Grandma rap rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.
	Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.
	Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to Hi lo chicka lo that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.
	Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat. Sing a rock 'n' roll-style song confidently.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.
	Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.
	Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.	Count musically.

Sing and Play Term 3				
	Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.		Follow signals from a conductor.	
	Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.
	Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.
	With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance
	Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.
	Explore dynamics with their voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.		
	Sing a melody in waltz time and perform the actions.			
Transfer actions to sounds played on percussion instruments.				

	Sing a song while performing a sequence of dance steps.			
	Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.			
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,