



Our Music Curriculum



Progression and Skills Overview

MUSIC

Aims and Intent:

At Holy Cross and All Saints, our music scheme of work we understand the benefits of music education are highly beneficial to students and positively influences a child's academic performance, assists in developing social skills, and provides an outlet for creativity that is crucial to a child's development. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Our music curriculum provides children with the opportunities to develop a love and curiosity for music as they listen to, compose, perform and appraise a range of musical genres in order to allow them to experience many different styles of music. Children will gain knowledge about music creation through singing and learning to play musical instruments. Children will be provided with opportunities to listen to and appraise a variety of musical styles alongside performing pieces and creating their own compositions through the use of instruments and technology. We aspire for children to grow in confidence as they progress through the musical curriculum and become passionate in their responses to music.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- 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.

Key Stage 2 National Curriculum Expectations

Key stage 2 Pupils should be taught:

- to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 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 inter-related 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.

Implementation in The Early Years Foundation Stage

In the Early Years Foundation Stage, educational programmes involve activities that meet the aims of the EYFS framework and the national curriculum. The intent is to ensure that Music is 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.

Physical Development

Communication and language

Expressive arts and design



Development Matter Statements linked to Music

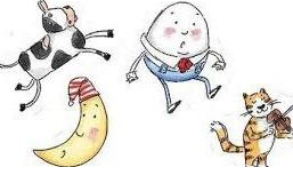
PHYSICAL Use large-muscle movements to wave flags and streamers, paint and make marks
COMMUNICATION AND LANGUAGE Sing a large repertoire of songs.
EXPRESSIVE ARTS AND DESIGN Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember 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

Communication and Language

Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
EXPRESSIVE ARTS AND DESIGN Explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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. • 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.

Early Learning Goals

- ELG- BEING IMAGINATIVE AND EXPRESSIVE 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.

<p>Physical development</p> <p>Communication and language</p> <p>Expressive arts and design</p> <p>Nursery Rhymes</p> 	<p>Me</p> <p>My Stories</p> <p>Everyone</p> <p>Our world</p> <p>Big Bear Funk</p> <p>Reflect, Rewind and Replay</p>	<p><u>Listen and Appraise</u></p> <p>The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.</p> <p><u>Performing in EYFS</u></p> <p>Children use their voice to speak/sing/chant? Children join in with singing. Can they clap short rhythmic patterns? Children to experiment with creating sounds with different instruments? Allow the children time to listen to music and discuss how it makes them feel.</p>	
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<p>Implementation in Key Stage 1</p> <p>Music is taught on a two-year cycle in Key Stage One. Over the two-year cycle, units of lessons are sequential, allowing children to build their skills and knowledge. The formal elements are woven throughout units which are organised into 3 core areas:</p> <ul style="list-style-type: none"> - Listening and appraising - Musical activities - Performing 	<p><u>Listening and appraising</u></p>	<p><u>Musical activities</u></p>	<p><u>Performing</u></p>
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Year 1 & Year 2
(Cycle A & Cycle B)

Hey You!

Rhythm In The Way We Walk and

Banana Rap

In the Groove

Round and Round

Your Imagination

Reflect. Rewind and replay



Hands, feet, heart

Ho, Ho, Ho

I wanna play in a band

Zootime

Friendship Song

Reflect, Rewind and Replay



-children will begin to recognise very basic style indicators and start to recognise different instruments. ● Have fun finding the pulse together and start to understand what pulse is/does/means etc. ● Start to use correct musical language during discussion and when describing feelings. ● They will begin to recognise the sound of the musical instruments used. ● Basic musical structure. ● The purpose of the song and context within history. ● How music makes them feel. ● About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. ● They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.

Year 2
The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical. ● Have fun finding the pulse together and start

Games: Children will begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. b. Singing: Start to sing songs/raps together in a group/ensemble. c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble. d. Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. e. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way

. Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. b. Singing: Continue to sing songs/raps together in a group/ensemble. c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Learn to play together in a

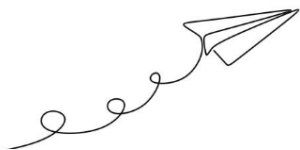
Perform together in an ensemble/band.

- Start to perform together in an ensemble/band. ● Sing, play, improvise and play back compositions as part of your ensemble/band. ● Do all of this in front of an audience. ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back.

			<p>to understand what pulse is/does/means etc. ● Start to use correct musical language during discussion and when describing feelings. ● They will begin to recognise the sound of the musical instruments used. ● Basic musical structure. ● The purpose of the song and context within history. ● How music makes them feel. ● About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. ● They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p>	<p>band or ensemble. d. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. e. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	
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<p>Implementation in Lower Key Stage 2 Music is taught on a two-year cycle in Lower Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding focusing on the explicit development of listening, performing and composing.</p>	<p><u>Listening and appraising</u></p>	<p><u>Musical activities</u></p>	<p><u>Performing</u></p>
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Let your spirit fly
Glockenspiel stage 1
Three Little Birds
The Dragon Song
Bringing us
Reflect, Rewind and Replay



Mamma Mia
Glockenspiel stage 2
Stop!
Lean on me
Blackbird
Reflect, Rewind and
Replay



The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. ● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. ● They will continue to recognise the sound of the musical instruments used and basic musical structure. ● They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.



The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime,

. Games: Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. b. Singing: Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts. c. Playing Instruments: Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts. d. Improvisation: Continue inventing musical ideas within improvisation. e. Composition: Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.

Children will be taught to: ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically.

Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. ● Do all of this in front of an audience with more understanding of their needs. ● Learn about performance skills and building confidence. ● Understand in more depth about practice and why we do it. ● Record your performance and learn from watching it back.

			<p>Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. ● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. ● They will continue to recognise the sound of the musical instruments used and basic musical structure. ● The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</p>		
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Implementation in Upper Key Stage 2 Music is taught on a two - year cycle in Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding of Music. In Key Stage two pupils have more opportunities to explore a variety of musical styles, musical instruments and performance opportunities. Children build upon their musical experience as they progress through school and have confidence to perform using their voices and instruments.		<u>Listening and appraise</u>	<u>Musical activities</u>	<u>Performing</u>	
Year 5 & Year 6 (Cycle A & Cycle B)	<p style="text-align: center;"> Livin on a prayer Classroom Jazz 1 Make you feel my love The Fresh Prince of Bel – Air Dancing in the street Reflect, Rewind and Replay </p> <div style="text-align: center;">  </div>	<p style="text-align: center;"> Happy Classroom Jazz 2 A New Year Carol You've got a friend Music and Me Reflect, Re wind and Replay </p> <div style="text-align: center;">  </div>	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p> <ul style="list-style-type: none"> • When listening to the music, find and internalise the pulse using movement. • Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. • Use correct musical language consistently to describe the music you are listening to and your feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Discuss other dimensions of music and how they fit into the music you are listening to. 	<p>Games: Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p>b. Singing: Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>c. Playing Instruments: Use blocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p> <p>d. Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>e. Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</p> <ul style="list-style-type: none"> • Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. • Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. • Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.