

Music Whole School Overview

Nursery	Reception
<p>Provide young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Play and perform music with different:</p> <ul style="list-style-type: none"> • dynamics (loud/quiet) • tempo (fast/slow) • pitch (high/low) • rhythms (pattern of sound) <ul style="list-style-type: none"> • Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing “This is the ways we wash our hands...”. • Provide children with instruments and with ‘found objects’. Suggestions: tapping a bottle onto the table or running a twig along a fence. • Encourage children to experiment with different ways of playing instruments. 	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Help children to develop their listening skills through a range of active listening activities. • Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. • Play, share and perform a wide variety of music and songs from different cultures and historical periods. • Play sound-matching games. • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. • When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. • Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. • Sing slowly, so that children clearly hear the words and the melody of the song. • Use songs with and without words – children may pitch-match more easily without words. • Try using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this. <p><u>Explore and Create</u></p> <ul style="list-style-type: none"> • Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. • Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. • Encourage children to experiment with different ways of playing instruments. • Listen carefully to their music making and value it. <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.

Year 1

Listen and Appraise

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars
- Games
- Find the pulse. Choose an animal and find the pulse
- Listen and clap back
- Create rhythms for others to copy
- Listen and sing back

Singing

- 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 (could include call and response songs)

Playing

- Treat instruments carefully and with respect
- Play a tuned instrumental part with the song they perform
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)
- Listen to and follow musical instructions from a leader

Improvisation

- Listen and clap back
- Use voices and instruments, listen and sing back using 1 or 2 notes
- Improvise using 1 or 2 notes (could include question and answer phrases)

Composition

- Help to create a simple melody using 1,2 or 3 notes
- Learn how the notes can be written down and changed (represent notes with pictures or symbols)
- Create musical sound effects in response to stimuli e.g. a story

Performance

- Perform a song they have learnt
- Add their ideas to a performance
- Record the performance and say how they felt about it

Year 2

Listen and Appraise

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars
- To learn how songs can tell a story or describe an idea

Games

- Find the pulse.
- Listen and clap back a rhythm
- Copy back short rhythmic phrases
- Create rhythms for others to copy
- Listen and sing back
- Represent rhythm patterns with stick notation including crotchets, quavers and crotchet rests

Singing

- 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
- Learn to find a comfortable singing position
- Sing in unison, with expression, including loud and soft (forte and piano)

Playing

- Treat instruments carefully and with respect
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)
- Play the part in time with the steady pulse
- Listen to and follow musical instructions from a leader

Improvisation

- Clap and improvise
- Sing, play and improvise
- Improvise, including question and answer phrases

Composition

- Help create simple melodies using 1,3 or 5 notes
- Learn how the notes can be written down and changed using graphic symbols, dot notation or stick notation
- Create music in response to stimuli

Performance

- Perform a song they have learnt
- Add their ideas to a performance
- Record their performance and say how they felt about it

Year 3

Listen and Appraise

- To confidently identify and move to the pulse
- To think about what the words of a song mean
- Discuss how the music makes you feel
- Listen respectfully to other people's thoughts about the music

Games

- Find the pulse.
- Listen and clap back
- Create rhythms for others to copy
- Listen and sing back
- Copy back with instruments

Singing

- Sing in unison and in simple 2 parts
- To demonstrate a good singing posture
- To follow a leader when singing
- To explore singing solo
- To sing with awareness of being 'in tune'
- To have an awareness of the pulse internally when singing
- Sing with expression, including loud and soft (forte and piano)

Playing

- Treat instruments carefully and with respect
- Play any one, or all four, differentiated parts on a tuned instrument from memory or notation
- To rehearse and perform their part within the context of the unit song
- Listen to and follow musical instructions from a leader
- Learn to play the recorder, learning about the stave, lines and spaces, dot notation to represent pitch, crotchet, quaver, minim and crotchet rest (begin with notes B,A,G)
- Play melodic phrases at different speeds; allegro and adagio (fast and slow)

Improvisation

- Listen and sing or play back
- Using instruments, listen and play using 1 or 2 notes

Year 4

Listen and Appraise

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words

Games

- Find the pulse.
- Clap and say back rhythms
- Create rhythms for others to copy
- Listen and sing back
- Copy back with instruments

Singing

- Sing in unison and in simple 2 parts, beginning to include vocal harmony and follow instructions for getting louder(crescendo) or quieter(decrescendo)
- To demonstrate a good singing posture
- To follow a leader when singing
- To explore singing solo
- To sing with awareness of being 'in tune'
- To rejoin the song if lost
- To listen to the group when singing

Playing

- Children will learn to play the electronic keyboard
- Treat instruments carefully and with respect
- Play a part using notes C, D, E, F, F#, G, A, B
- To rehearse and perform
- To understand musical notation and its vocabulary
- To play from memory, notation or musical note names
- Perform in 2 or more parts
- Listen to and follow musical instructions from a leader

Improvisation

- Listen and sing or play back
- Using instruments, listen and play using 1 or 2 notes
- Improvise using 1, 2 or 3 notes

- **Improvise using 1, 2 or 3 notes**

Composition

- Help to create a simple melody using 1,3 or 5 notes
- Plan and create a section of music to perform within the context of the unit song
- Talk about how it was created
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- Record the composition e.g. graphic/pictorial notation/staff notation

Performance

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Composition

- Help to create a simple melody using 1,3 or 5 notes
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- Record the composition e.g. graphic/pictorial/staff notation

Performance

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 5

Listen and Appraise

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

Games

- Find the pulse.
- Copy back rhythms that include syncopated/off beat
- Copy back 1,2 or 3 note riffs by ear and with notation
- Question and answer using 2 or 3 different notes

Singing

- Sing in unison and to sing simple backing vocals
- To demonstrate a good singing posture
- To listen to the group when singing
- To enjoy exploring singing solo
- To sing in rounds
- To experience rapping and solo singing
- To sing with an awareness of being 'in tune'

Year 6

Listen and Appraise

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Games

- Find the pulse.
- Copy back rhythms that include syncopated/off beat
- Copy back 1,2 or 3 note riffs by ear and with notation
- Question and answer using 2 or 3 different notes

Singing

- Sing in unison and to sing backing vocals
- To demonstrate a good singing posture
- To experience rapping and solo singing
- To sing with an awareness of being 'in tune'
- To listen to each other and to be aware of how you fit into the group
- To follow a leader when singing

<ul style="list-style-type: none"> • To listen to each other and to be aware of how you fit into the group • To follow a leader when singing <p style="text-align: center;"><u>Playing</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session <ul style="list-style-type: none"> · To play using staff notation, including semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers · To understand different time signatures 2/4, 3 / 4, 4/4 <p style="text-align: center;"><u>Improvisation</u></p> <ul style="list-style-type: none"> • Copy back using instruments using 1,2 or 3 notes • Question and answer using 1,2, or 3 notes using instruments • Improvise using 1, 2 or 3 notes • Improvise during Jazz 2 with the style of Bossa Nova and Swing using D, E, G, A and B <p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Be aware of the mood or effect the music has on the listener • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation/staff notation, including time signatures). <p style="text-align: center;"><u>Performance</u></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> • To sing in rounds <p style="text-align: center;"><u>Playing</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. <ul style="list-style-type: none"> · Play using staff notation, including dynamics <p style="text-align: center;"><u>Improvisation</u></p> <ul style="list-style-type: none"> • Copy back using instruments using 1,2 or 3 notes • Question and answer using 1,2, or 3 notes using instruments • Improvise using 1, 2 or 3 notes • Improvise during Jazz 2 with the style of Bossa Nova and Swing using D, E, G, A and B <p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation/staff notation) <ul style="list-style-type: none"> · Compositions may include an 8 or 16 beat melodic phrase and incorporate rhythmic variety · Perform the composition. <p style="text-align: center;"><u>Performance</u></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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