



Killamarsh Infant and Nursery School

Key Learning in Music

Curriculum Intent

At Killamarsh Infant and Nursery School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Aims:

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1 National Curriculum Attainment:

Pupils should be able to:

- 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.

Curriculum Implementation

Key Stage 1

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lesson will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The Music Express scheme of work is used from Reception to Year 2 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.

Curriculum Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded.

Key Learning in Early Years

Communication and language	
Three and Four year olds	Reception
<ul style="list-style-type: none">• Sing a large repertoire of songs.	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.
Physical Development	
Three and Four year olds	Reception

<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
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Expressive Arts and Design

Three and Four year olds	Reception
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Goal (ELG)
Expressive Arts and Design & Being Imaginative and Expressive

<ul style="list-style-type: none"> • 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.
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Key Learning in Years 1 and 2

Performing			Listening			Creating		
<ul style="list-style-type: none"> ✦ Use their voices expressively by singing songs and speaking chants and rhymes. ✦ Play tuned and untuned instruments. ✦ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 			<ul style="list-style-type: none"> ✦ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ✦ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ✦ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ✦ Know how music is used for particular purposes (for example, for dance, as a lullaby). 			<ul style="list-style-type: none"> ✦ Experiment with & create musical patterns. ✦ Explore, choose and organise sounds and musical ideas. ✦ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ✦ Make improvements to their own work. 		
Musical Elements								
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure		

<ul style="list-style-type: none"> ✦ Identify high and low sounds. 	<ul style="list-style-type: none"> ✦ Respond to sounds of different duration. ✦ Recognise the difference between long and short sounds. ✦ Copy simple patterns of sound of long and short duration. ✦ Recognise the difference between steady beat and no beat. ✦ Identify similar rhythmic patterns. 	<ul style="list-style-type: none"> ✦ Differentiate between loud sounds, quiet sounds and silence. 	<ul style="list-style-type: none"> ✦ Identify the differences between fast and slow tempos. ✦ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> ✦ Recognise the difference between singing and speaking. ✦ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ✦ Match selected sounds with their pictured source. ✦ Explore the different kinds of sound that my singing and speaking voice can make. ✦ Identify different voices by their vocal qualities. ✦ Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> ✦ Recognise a song with an accompaniment and one without accompaniment. ✦ Determine one strand of music or more than one strand. 	<ul style="list-style-type: none"> ✦ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. ✦ Recognise that the sections of a piece of music sound the same or different.
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Using Technology Appropriately

Future Progression