

Subject Intent Statement

MUSIC

Our intent for the teaching of music at Brockholes Wood School is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing using the best in the musical canon. We aim to develop a curiosity for the subject through a love of music and talent as musicians which will in turn increase self- confidence, creativity and sense of achievement. We are committed to ensuring children understand the value and importance of music in the wider community and for their well-being.

Curriculum Implementation Content and Coverage

EYFS

3 and 4 Year Olds (Pre-School)

EYFS Development Matters – 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.

Reception

Expressive Arts and Design

ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. 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

Listening and Attention

ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.

	Perform	Listen	Compose	Dynamics of Music	History of Music
KS1	Performing – Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments.	Listening - To listen with concentration to a range of high quality live and recorded music.	Creating - Experiment with and create, select and combine a range of musical patterns using the inter related dimensions of music.	To learn that dynamics means to understand how loudly or quietly a piece of music should be played.	Make some links to music from the past and present.
	Perform	Listen	Compose	Dynamics of Music	History of Music
LK2	Perform using voices and instruments with developing confidence. Play instruments developing control and fluency	Listen – with increasing attention to detail, exploring pitch, rhythm and pulse and compare these in different types of music.	Begin to create and compose music using some musical notations	Develop an understanding of how dynamics of music affects the mood of a piece of music.	Develop and understanding of the history of music using a historical timeline of events.
	Perform	Listen	Compose	Dynamics of Music	History of Music
UKS2	Perform in solo and ensemble contexts, using their voices and instruments. Play musical instruments with increasing accuracy, fluency, control and expression.	Listen with attention to detail and recall sounds with increasing aural memory.	Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	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.

Year Group	Year	Spring Topics	Summer Topics
Pre-School	<p><u>Autumn 2: Exploring Sound</u></p> <p>To explore using voices to make a variety of sounds. To explore how to use our bodies to make sounds. To explore the sounds of different instruments. To identify sounds in the environment and differentiate between them. To use voices to imitate nature sounds.</p>	<p><u>Spring 2: Celebration Music</u></p> <p>To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments</p>	<p><u>Summer 2: Music and Movement</u></p> <p>To learn some simple Makaton signs to accompany a song To explore beat through body movement To express feelings and emotions through movement to music To explore pitch and tempo through scarf dancing and body movement To perform action songs to a small audience.</p>
Reception	<p><u>Autumn 2: Musical Stories</u></p> <p>To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel. To use actions to retell a story to music. To sing and perform a group song To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story</p>	<p><u>Spring 2: Transport</u></p> <p>To explore creating sound effects To explore making sounds at different speeds. To explore moving to different tempos. To interpret symbols to show a change in speed. To interpret a simple score to show tempo changes</p>	<p><u>Spring 3: Big Band</u></p> <p>To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument To learn what an orchestra is To learn about the four different groups of musical instruments To copy and follow a beat To follow a beat using an untuned instrument To experiment with playing tuned and untuned instruments To play in time to familiar songs To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.</p>
Y1	<p><u>Autumn 2: Keeping the Pulse: My Favourite Things</u></p>	<p><u>Spring 2: Pitch – Superheroes</u></p>	<p><u>Summer 2: Music Symbols – Under the Sea</u></p>
Y2	<p><u>Autumn 2: Call and Response - Animals</u></p>	<p><u>Spring 2: Instruments – Musical Storytelling</u></p>	<p><u>Summer 1: Structure – Myths and Legends</u></p>

Y3	<p>Autumn 2: Ballads</p> <p>To explore how actions can impact performance. To plan a musical structure inspired by a story. To create lyrics that match a melody. To use musical vocabulary to explain the stylistic features of a ballad. To show awareness of style, structure and features to perform a ballad.</p>	<p>Spring 1: Pentatonic Melodies and Composition</p> <p>To play a pentatonic melody on a tuned percussion instrument. To perform a group composition.</p>	<p>Spring 2: Instrumental Block</p>
Y4	<p>Autumn 1: Body and tuned percussion – Rainforests</p> <p>To identify structure and texture in music. To use body percussion To create musical rhythms using body percussion. To create simple tunes. To build and improve a composition.</p>	<p>Spring 1: Changes in pitch, tempo and dynamics - Rivers</p> <p>To sing in two parts using expression and dynamics To recognise key elements of music To perform a vocal ostinato To create and perform an ostinato To improve and perform a piece of music based around ostinatos</p>	<p>Summer 2: Instrumental Block</p>
Y5	<p>Autumn 1: Composition notation - Ancient Egypt</p> <p>To sing with accuracy, fluency, control, and expression To explore and use different forms of notation To understand note length To read simple pitch notation To use hieroglyphs and stave notation to write a piece of music</p>	<p>Spring 1: Blues</p> <p>To know the key features of Blues music To play the first line of the 12-bar Blues To be able to play the 12-bar Blues To be able to play the Blues scale To be able to improvise with notes from the Blues scale.</p>	<p>Spring 2: South and West Africa</p> <p>To sing a traditional African song unaccompanied To use tuned percussion to play a chord progression To use vocals or tuned percussion to perform a piece of music as an ensemble To play call and response rhythms using percussion instruments To create an eight-beat break to play within a performance</p>
Y6	<p>Autumn 2: Film Music</p> <p>To appraise different musical features in a variety of film contexts To identify and understand some composing techniques in film music To use graphic scores to interpret different emotions in film music To create and notate musical ideas and relate them to film music To play a sequence of musical ideas to convey emotion</p>	<p>Spring 2: Baroque</p> <p>To understand the importance of Monteverdi in the history of opera. To read and play a canon from staff notation. To demonstrate an understanding of Baroque music features when composing. To combine knowledge of staff notation and aural awareness to play a fugue. To apply their understanding of fugue structure when performing with others.</p>	<p>Summer 2: Composing and performing a Leaver's Song</p> <p>To listen to and describe music To write lyrics for a song To organise lyrics into a song structure To use vocal improvisation and known melodies against a backing track To compose a melody To compose a verse melody</p>