

Cranmore Infant School **Music**

*We love to learn and together
we grow*

Vision Statements

MUSIC

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important role in the personal development of people. Music reflects the culture and society that we live in, and so the teaching and learning of music enables children to learn more about the world we live in.

Our music curriculum provides all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination, and provides opportunities for self-expression and a sense of personal achievement.

Music plays an important role in helping children to feel part of a community and collaborate in projects to share their musical skills at different events both inside and outside of school.

Music Aims

- ▶ Our children's lessons are lively and interactive that aim to foster a passion for music in children of all abilities. Including rhythm work, instrumental skills (both tuned and un-tuned), composition, singing and appreciation of a variety of music. We use a progressive scheme called Charanga throughout the school.
- ▶ We give opportunities for our children to play in small groups to help to foster essential life skills such as co-operation, mutual support, self-discipline and commitment.
- ▶ Gifted and talented musical pupils are recognised quickly and they are encouraged to build on their skills.
- ▶ When our children are ready, musical notation is taught and children are taught correct musical terminology e.g. rhythm, melody, pitch, dynamics. It is our aspiration that all of our children will be able to read and understand simple music notation by the time they leave school.
- ▶ Our children are taught the skills of how to play one instrument in particular during their music lessons.
- ▶ Singing lies at the heart of good music teaching and joining during collective worships is an important part of school life. During music lessons, our children will also be learning songs in different languages, celebrating the different cultures within the school. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs.
- ▶ We aim to expose our children to musical visitors in school whenever possible so that they can listen to live music.
- ▶ Our children have the opportunities to use their musical abilities through assemblies and productions throughout the year to an audience.
- ▶ It is our aim that each child becomes a confident performer, however we take each child at their own speed and we support children who are less confident and encourage them to flourish.

Music whole school schema

	Nursery	Reception	Year 1	Year 2
knowledge	To know what music is and how it can make them feel	To join in with music and respond	To know songs off heart and what they are about To know what tempo/pitch are To keep a steady pulse To recognise and name instruments To know some names of notes To be able to improvise	To know songs off heart and what they are about To know what tempo/pitch are To keep a steady pulse To recognise and name instruments To know some names of notes To be able to improvise
Singing	<ul style="list-style-type: none"> Join in with singing Start to remember simple rhymes 	<ul style="list-style-type: none"> Sing songs expressively Sing some basic songs and rhymes from memory 	<ul style="list-style-type: none"> To find their singing voice and use their voice confidently Sing a melody at their own pitch Follow pitch movement with their hands 	<ul style="list-style-type: none"> Begin to sing with control of pitch following the shape of the melody Use high, low and middle voices Sing with awareness of other performers
Control instruments	<ul style="list-style-type: none"> Begin to explore different untuned instruments 	<ul style="list-style-type: none"> Begin to play untuned instruments with control 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play instruments with control 	<ul style="list-style-type: none"> Identify different groups of instruments Identify simple melody and play by ear
Listening memory and movement	<ul style="list-style-type: none"> Begin to change movements in response to sounds 	<ul style="list-style-type: none"> Recall and remember short songs Match movements to music 	<ul style="list-style-type: none"> Recall and remember short songs and sequences of patterns of sounds Respond physically when performing, composing and appraising music 	<ul style="list-style-type: none"> Identify different sound sources Identify well defined musical features Create sequences of movements in response to sounds
Controlling pulse and rhythm	<ul style="list-style-type: none"> Respond to a steady beat with simple movement 	<ul style="list-style-type: none"> Accompany a song by clapping the pulse or rhythm Play untuned instruments in response to music 	<ul style="list-style-type: none"> Identify pulse in different pieces of music Identify the pulses and join in getting faster and slower together 	<ul style="list-style-type: none"> Identify short and long sounds in music Perform a rhythm to a given pulse Recognise rhythmic pattern
Composition	<ul style="list-style-type: none"> See and show others their response to music 	<ul style="list-style-type: none"> Create basic accompaniment to a story 	<ul style="list-style-type: none"> Use sounds in response to a given stimulus Identify how sounds can be changed 	<ul style="list-style-type: none"> Contribute to creating a class composition Change sounds to reflect different stimuli

EYFS

Music

- EYFS is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.
- The children spend time listening to and exploring music in a variety of ways from singing songs to literacy and phonics sessions.
- Specific teaching music in the Early Years the units of Work has a cross-curricular/topic-based focus and a musical focus that allows you to engage the children in activities related to the developmental events taking place in their changing lives.
- They have the opportunity to explore instruments and listen to a range of musical genre and discuss musical vocabulary.
- Throughout the year the children will learn a variety of festival, seasonal and celebration songs and have opportunities to perform to an audience in school.

NURSERY

Music curriculum

	Autumn	Spring	Summer
Singing	<ul style="list-style-type: none">Joining in singing a range of songs and rhymes	<ul style="list-style-type: none">Joining in singing a range of songs and rhymes in relation to the learning theme, experiences and interests	
Control instruments	Exploring instruments and their sounds both inside and outdoors	<ul style="list-style-type: none">Sorting instruments that make different sounds	Creating sound stories with instruments
Listening memory and movement	Listen to a range of short musical extracts and live or recorded music	<ul style="list-style-type: none">Responding to and identifying sounds	Alter movements in response to different sounds
Controlling pulse and rhythm	Joining in with beats of songs and nursery rhymes	<ul style="list-style-type: none">Respond to steady beat with movement (marching, step/step/jump)	Copying beats and rhythms
Composition			Have opportunities to show and see others responding to music

RECEPTION

Music curriculum

Autumn

Spring

Summer

Singing

- Sing a range of simple songs and rhymes from memory with enjoyment and confidence

Control instruments

- Explore and Control sounds expressively
- Recognise how sounds can be made and changed by selecting appropriate sounds to accompany a story/poem

Listening memory and movement

- Respond to music that has a rhythmic pattern e.g. Bangra, African drums, marches
- Match movements to music
- Listen to a range of short musical extracts including live or recorded music

Controlling pulse and rhythm

- Play an untuned instrument as they move, copying the beat of their movements
- Recognise repeated sounds and sound patterns using musical elements

Composition

- Create an accompaniment to a song or story using an ostinato pattern based on 4 beat patterns and record on tape/graphically

Nursery/Reception			
Music curriculum			
	Autumn 1	Spring 1	Summer 1
Nursery Units	Autumn 1 Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks	Spring 1 Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed	
Reception Units	Learn to sing nursery rhymes and action songs: Name Song Things For Fingers	Learn to sing nursery rhymes and action songs: Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1
Cross-curricular and topic-based focus	homes colour toys how I look Growing	family friends people music from around the world	
Musical learning focus	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

Nursery/Reception			
Music curriculum			
	Autumn 2	Spring 2	Summer 2
Nursery Units	Autumn 2 Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses	Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Reception Units	Hickory Dickory Dock Not Too Difficult The ABC Song	Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music
Cross-curricular and topic-based focus Explore:	Using your imagination Christmas Festivals Fairies Pirates Treasure Superheroes Let's Pretend Once upon a time	Animals Jungle Minibeasts Night and day Sand and water Seaside Seasons Weather Sea Space	
Musical learning focus	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	

EYFS

Key Vocabulary

Nursery	
Instrument names	Tambourine, triangle, drum, maracas, bells, claves, guiro
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse
Pitch	High and low sounds
Tempo	The speed of the music, fast or slow or in-between
Dynamics	How loud or quiet the music is

Reception	
Texture	Layers of sound working together make music very interesting to listen to.
Structure	Every piece of music has a structure E.g. An introduction, verse and chorus ending.
Notation	The link between sound and symbol.

Year 1

Music Knowledge

Years One builds upon what has been taught in the Early Years. We learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked. The children are taught a unit of work which includes each musical strand in line with the National curriculum.

1. Listening and Appraising

2. Musical Activities

1. Warm-up Games
2. Optional Flexible Games
3. Singing
4. Playing instruments
5. Improvisation
6. Composition

3. Performing

They will also get opportunities throughout the year to sing and perform in a variety of ways e.g. assemblies, concerts and community events.

Year One

Music Knowledge

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition
Knowledge	<p>To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p>	<p>Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p>	<p>Composing is like writing a story with music. Everyone can compose.</p>
Skills	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. C</p>	<p>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</p>	<p>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.</p>	<p>Clap and Improvise Sing, Play and Improvise Improvise!</p>	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary</p>

Year 1

Music curriculum

	Autumn		Spring		Summer	
Unit	Hey you!	Rhythm in the way we walk and Banana Rap	In the groove	Round and round	Your imagination	Reflect rewind and replay
Singing	Rap and sing in a group	Rap and sing the songs	Sing the different styles	Sing together	Sing together	Revisiting songs
Control instruments	Use one or two notes C G	Use one or two notes C G	Use one or two notes C D	Use up to 3 notes D F C	Use up to 3 notes C D E	Improvisation using voices and instruments
Listening memory and movement	What instruments can you hear?	What instruments can you hear? To know about pitch - high low sounds	Compare singing/dancing styles of songs	Can you recognise and name the instruments? To know about pitch - high low sounds	Can you recognise and name the instruments?	Listen and appraise classical music different piece each week
Controlling pulse and rhythm	Find the pulse Clapping the rhythm	Find the pulse Clap back rhythms Make up own	Find the pulse Clapping name rhythms	Find the pulse Clapping name rhythms	Find the pulse Clapping name rhythms	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
Composition	Compose a simple melody C D + E	Compose a simple melody C D OR/+ E	Compose a simple melody C D Or/+ E	Compose a simple melody D + E	A simple melody using simple rhythms C D + E	
Perform and share	Perform to an audience and/or record	Perform to an audience and/or record	Perform to an audience and/or record	Perform to an audience and/or record	Perform to an audience and/or record	Perform to an audience and/or record
	How it makes you feel	How it makes you feel	How it makes you feel	How it makes you feel	How it makes you feel	How it makes you feel
Words you need to know	Pulse rhythm pitch rap improvise compose melody bass guitar drum decks perform	Pulse rhythm pitch rap melody singers keyboard bass guitar percussion trumpets saxophone perform	Blues Baroque Latin Irish folk funk Pulse rhythm pitch improvise compose Perform groove	Keyboard bass guitar percussion trumpets saxophone perform Pulse rhythm pitch	Keyboard drums bass Pulse rhythm pitch Perform improvise compose audience imagination	Composer names Revist vocab from the year

Year One

Musical Vocabulary

Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse
Pitch	High and low sounds
Tempo	The speed of the music, fast or slow or in-between
Dynamics	How loud or quiet the music is
Timbre	All instruments, including voices, have a certain sound quality E.g.. The trumpet has a very different sound quality to the violin
Texture	Layers of sound working together make music very interesting to listen to.
Structure	Every piece of music has a structure E.g. An introduction, verse and chorus ending.
Notation	The link between sound and symbol.
Instruments	bass guitar, drums, keyboard, percussion, trumpets, saxophones
Musical genre	Rap, Blues, Baroque, Latin, Irish Folk, Funk
Others	improvise, compose, melody, decks, perform, singers, groove, audience, imagination

YEAR ONE

Music curriculum

	Autumn	Spring	Summer
	<p>Unit 1: Hey You! Style: Old-School Hip Hop Topic and cross-curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p>Unit 3: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Topic and cross-curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>	<p>Unit 5: Your Imagination Style: Pop</p>
	<p>Unit 2: Rhythm In The Way We Walk and Banana Rap Style: Reggae, Hip Hop Topic and cross-curricular links: Action songs that link to the foundations of music</p>	<p>Unit 4: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Topic and cross-curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Unit 6: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

Year Two

Music Knowledge

By the end of Key Stage 1 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.

They will also get opportunities throughout the year to sing and perform in a variety of ways e.g assemblies, concerts and community events.

Year Two

Music Knowledge

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition
Knowledge	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of un-tuned percussion instruments played in class.</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before.</p> <p>It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>
Skills	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea</p>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a lead</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>Improvise using the three challenges</p> <ol style="list-style-type: none">1 Clap and Improvise -2 Sing, Play and Improvise3 Improvise	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>

Year 2

Music curriculum

	Autumn		Spring		Summer	
Units	Hands feet heart	Ho Ho Ho	I wanna play in a band	Zoo time	Friendship time	Reflect rewind and replay
Singing	Singing in groups	Move to the music and feel the groove.	Singing in all the different styles!	Singing and dancing and having fun!	Singing in two-parts	Revisiting songs
Control instruments	Playing instruments using up to three notes - G or G, A + C. Which part did you play?	Playing instruments using up to three notes - G or G, A and B. Which part did you play?	Playing instruments using up to three notes - F or D and C. Which part did you play?	Playing instruments using up to two notes - C or C + D. Which part did you play?	Playing instruments using up to three notes - C or E and G. Which part did you play?	Improvisation using voices and instruments
Listening memory and movement	What Instruments/voices can you can hear:	Instruments you can hear. Pitch is high and low sounds.	Instruments/voices you can hear:	Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.	Instruments/voices you can hear:	Listen and appraise classical music different piece each week
Controlling pulse and rhythm	Find the pulse Clapping Rhythms Copy and clap back rhythms	Find the pulse as you are listening to the music:	Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!	Find the pulse as you are listening to the music: Dance, wiggle, march, clap. Be an animal of your choice	Find the pulse as you are listening to the music: Dance, move, sway with your friends Find the pulse! ● You can decide how to find the pulse!	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
Composition	Make up your own rhythm Improvise using the notes C + D:	Improvise using words	Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.	Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. Which notes did you use?	
Perform and share	A class performance of I Hands feet heart. How did it make you feel? Will you record it?	A class performance of I Ho ho ho How did it make you feel? Will you record it?	A class performance. How did it make you feel? Will you record it?	A class performance Talk about it together afterwards. How did it make you feel? Will you record it?	A class performance Introduce your performance. Can you include some funky moves?	Perform to an audience and/or record How it makes you feel
Words you need to know	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Composer names Revist vocab from the year

Year Two

Musical Vocabulary

Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse
Pitch	High and low sounds
Tempo	The speed of the music, fast or slow or in-between
Dynamics	How loud or quiet the music is
Timbre	All instruments, including voices, have a certain sound quality e.g. The trumpet has a very different sound quality to the violin
Texture	Layers of sound working together make music very interesting to listen to.
Structure	Every piece of music has a structure e.g. An introduction, verse and chorus ending.
Notation	The link between sound and symbol.
Instruments	Keyboard, drums, bass, electric guitar, saxophone, trumpet, glockenspiel
Musical genre	Rap, Reggae
Others	Improvise, compose, audience, question and answer, melody, perform/performance, audience.

YEAR TWO

Music curriculum

Autumn

Unit 1: Hands, Feet, Heart
Style: South African styles
Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.

Spring

Unit 3: I Wanna Play In A Band
Style: Rock
Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.

Summer

Unit 5: Friendship Song
Style: Coming soon!
Topic and cross-curricular links: Coming soon!

Unit 2 : Ho Ho Ho
Style: Christmas, Big Band, Motown, Elvis, Freedom Songs
Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.

Unit 4: Zootime
Style: Reggae
Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.

Unit 6: Reflect, Rewind and Replay
Style: Western Classical Music and your choice from Year 2
Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.