

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Music

Long Term Curriculum Implementation Plan

&

Assessment Arrangements



Music in the EYFS

The aim of this document is to help all subject leaders understand how the EYFS framework links to the National Curriculum. The EYFS is set out very differently to the National Curriculum, in the way that the EYFS is made up of 7 areas of learning, rather than subjects. The National Curriculum sets out the stages and core subject's children will be able to be taught during their time at school; The Early Years Foundation Stage sets standards for the development, learning and care of children from birth. Although not named 'music' within the EYFS, children receive the opportunity for developing their musical selves through the EYFS area of learning: **expressive arts and design**.

The EYFS states: "The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe."

Statements from the EYFS:

- 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.

Children in Reception
<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.
<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.
<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> • Develop storylines in their pretend play.
<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
Expressive Arts and Design	<p>Reception:</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<p>General learning throughout the year</p> <ul style="list-style-type: none"> • KAPOW: Exploring Sounds, Celebration Music, Music and Movement, Musical Stories, Transport, Big Band. • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn worship songs. • Using musical instruments in the outside area and role play. • Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. • Singing and performing to our friends and parents • Performing the school nativity production • Play movement and listening games • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listen to and join in with stories / poems with repetitive refrains. • Move in time / appropriately to rhymes, songs, instruments and classical music. • Call and response songs. • PE – dance. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know and can name some nursery rhymes. • I know 10 nursery rhymes by heart. • I know and join in with familiar worship songs. • I know how to clap the pulse (beat) • I know how to play some percussion instruments correctly. • I know the names of some percussion instruments. • I know that instruments make different sounds. • I know that pitch is how high or low a sound is. • I know that performance is sharing music with others. • I can create my own music. • I can talk about music I have heard. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas. <p>See music implementation plan.</p>

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

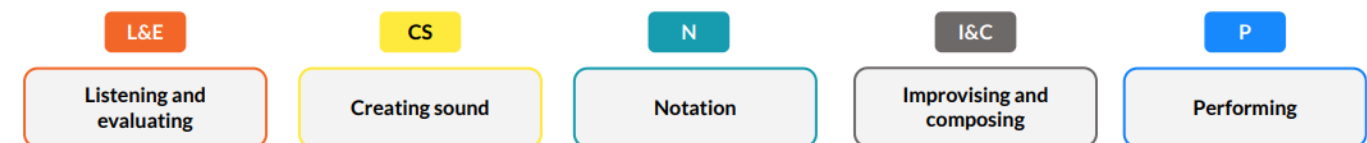
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1 Pupils should be taught 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.



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.

KS2 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception – Development Matters/ELGs	<p>Exploring Sound</p> <p><u>EYFS links:</u></p> <ul style="list-style-type: none"> -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. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Celebration Music</p> <p><u>EYFS links:</u></p> <ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different ways. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Music and Movement</p> <p><u>EYFS links:</u></p> <ul style="list-style-type: none"> - Think about the perspectives of others. -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. -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>Musical Stories</p> <p><u>EYFS links:</u></p> <ul style="list-style-type: none"> -Learn new vocabulary. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills. 	<p>Transport</p> <p><u>EYFS links:</u></p> <ul style="list-style-type: none"> -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. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. -Make comments about what they have heard and ask questions to clarify their understanding. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. 	<p>Big Band</p> <p><u>EYFS links:</u></p> <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. -Explore and engage in music making and dance, performing solo or in groups. -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Learn rhymes, poems and songs. -Sing a range of well-known nursery rhymes and songs.
Year 1	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> -Clap the rhythm of their name in time to the pulse. -Sway or tap in time to the pulse. -Sing a rhythm in time with the pulse. -Copy rhythms based on word patterns using an instrument. -Keep the pulse while playing a rhythm on an instrument. -Follow instructions during a performance. 	<p>Tempo</p> <ul style="list-style-type: none"> -Demonstrate slow and fast with their bodies and voices. -Demonstrate slow and fast beats while saying a rhyme and using an instrument -Perform a song using a singing voice. -Perform with an instrument. -Observe others and move, speak, sing and play appropriately. -Sing in time from memory, with some accuracy. -Keep a steady pulse. -Move, speak, sing and play demonstrating slow and fast beats. 	<p>Sound Patterns</p> <ul style="list-style-type: none"> -Chant in time with others. -Make changes to the dynamics (volume) of their voice to represent a character. -Respond to hand signals when playing an instrument. -Choose a suitable sound to represent a point in the story. -Read simple rhythmic patterns comprising one beat sounds and one beat rests. -Clap or play a rhythmic pattern along with spoken words. -Play given sound patterns in time with the pulse. -Follow instructions during a performance. -Join in with repeated phrases using a character voice. 	<p>Pitch</p> <ul style="list-style-type: none"> -Identify high and low notes. -Perform high and low notes. -Create and perform a two-note and three-note pattern. -Identify and perform changes in tempo. -Contribute musical ideas and cooperate within a group. -Prepare and perform a musical piece. -Demonstrate a musical understanding of tempo and pitch. -Participate in discussions about pitch and tempo. -Offer feedback to groups on their performance. -Follow instructions during a performance. 	<p>Dynamics</p> <ul style="list-style-type: none"> -Use appropriate, justified movements to represent dynamics. -Identify sounds within the music and describe them using adjectives. -Recreate sounds using voice or body and extend ideas by adding dynamics. -Create appropriate, original sounds with their voice and body. -Use instruments to create loud and soft sounds. -Justify instrument and sound choices. -Follow instructions during a performance. -Create and play a musical score that showcases understanding by using dynamic symbols. 	<p>Musical Symbols</p> <ul style="list-style-type: none"> -Move to reflect a character. -Create sounds to reflect a character -Move at a speed that reflects the tempo of the audio. -Respond to dynamic changes without prompting. -Demonstrate a sound pattern correctly to a pulse. -Sing and play high and low sounds. -Read symbols representing high and low sounds correctly. -Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
Year 2	<p>Call and Response (Animals)</p> <ul style="list-style-type: none"> -Use dynamics when creating sound. -Play in time with a group. -Experiment with different sounds on the same instrument. -Clap the animal sound patterns mostly accurately. -Clap the sound patterns in time with the pulse of the backing track. -Demonstrate both a call and response. -Copy a sound pattern using an instrument. -Playing either a call and/or response role in time with another pupil. -Perform a composition. 	<p>Instruments (Musical Storytelling)</p> <ul style="list-style-type: none"> -Identify sections of the music where the tempo changes. -Correctly describe sections of music as fast or slow. -Point out moments in the music where the dynamics change. -Accurately describe dynamic changes as soft or loud. -Give specific examples of how the music corresponds to actions in the story. -Provide clear and specific examples of how music supports the story. -Justify tempo and dynamic choices made to represent a character, event or feeling. -Suggest appropriate musical dynamics and tempo changes for different scenes of the story. -Work as part of a group to rehearse a performance. -Perform confidently using appropriate instrumental sounds. 	<p>Contrasting Dynamics (Space)</p> <ul style="list-style-type: none"> -Breathe after each phrase in a song when singing. -Sing a song from memory. -Use different pitches while singing (high and low notes). -Sing lyrics accurately. -Perform actions that match lyrics. -Collaborate and communicate within a group. -Use sounds creatively to represent a chosen environment. -Perform a composition. -Apply pitch and dynamics to enhance a composition. -Read notation from left to right. 	<p>Singing (On this Island)</p> <ul style="list-style-type: none"> -Use their voice to create a variety of sounds. -Use dynamics to create an atmosphere. -Collaborate with peers to contribute to a group soundscape. -Correctly identify changes in dynamics. -Show changes in dynamics using bodies and vocals. -Compare two pieces of music using musical vocabulary to describe the changes in dynamics. -Interpret music in a visual form. -Identify and discuss patterns in different pieces of music. -Successfully create and play patterns, notating them. -Create and play a simple pitch pattern accurately. 	<p>Structure (Myths and Legends)</p> <ul style="list-style-type: none"> -Recognise, play and write rhythms with one beats and paired half beats. -Show a rest beat using a silent movement. -Read and follow a structure from left to right. -Add rhythms to a structure to create a beginning, middle and end. -Work well as part of a group, listening to others and respecting their ideas. -Maintain a steady beat. -Use a thinking voice to play rhythms on an instrument. 	<p>Pitch (Musical Me)</p> <ul style="list-style-type: none"> -Move their eyes from left to right to read pitch patterns. -Sing high and low notes including the notes in between. -Play a pattern of high and low notes on an instrument. -Read notation from left to right. -Draw high and low sounds using dots at the top and bottom of a page, respectively. -Recognise when notes stay the same. -Recognise missing notes on a stave.

Year 3	<p>Traditional Instruments and Improvisation</p> <ul style="list-style-type: none"> -Verbalise feelings about music and identify likes and dislikes. -Read musical notation and play the correct notes of the rag. -Improvise along to a drone and tal. -Play a rag and a tal accurately alongside a drone. -Sing accurately from musical notation and lyrics. -Sing and play in time with others with some degree of accuracy and awareness of each other's parts. 	<p>Ballads</p> <ul style="list-style-type: none"> -Identify the key features of a ballad. -Perform a ballad using actions. -Sing in time and in tune with a song and incorporate actions. -Retell a summary of an animation's story. -Write a verse with rhyming words which tell part of a story. -Perform their lyrics fluently and with actions. 	<p>Pentatonic Melodies and Composition</p> <ul style="list-style-type: none"> -Match their movements to the music, explaining why they chose these movements. -Accurately notate and play a pentatonic melody. -Play their part in a composition confidently. -Work as a group to perform a piece of music. 	<p>Creating Compositions for an Animation</p> <ul style="list-style-type: none"> -Verbalise how the music makes them feel. -Create actions or movements appropriate to each section of a piece of music. -Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. -Play melodies and rhythms which represent the section of animation they are accompanying. 	<p>Jazz</p> <ul style="list-style-type: none"> -Explain what ragtime music is. -Play on the 'off beat' and sing a syncopated rhythm. -Play a call and then improvise a response. -Improvise or compose a scat singing performance with sounds and words. -Compose and play a jazz motif fluently, using swung quavers. -Play a swung rhythm using a tuned percussion instrument. 	<p>Adapting and Transposing Motifs</p> <ul style="list-style-type: none"> -Learn a new song, singing in time and in tune while following the lyrics. -Identify motifs aurally and play a repeated pattern on a tuned instrument. -Create and performing a motif, notating it with reasonable accuracy. -Transpose their motif, using sharp or flat notes where necessary and change the rhythm. -Combine different versions of a musical motif and perform as a group using musical notation.
Year 4	<p>Body and Tuned Percussion-Rainforests</p> <ul style="list-style-type: none"> -Identify the structure of a piece of music. -Have an idea as to when there is one layer in a piece of music and when there are two. -Play a sequence in the correct order in time with their partner. -Have two contrasting rhythms being played together. -Have two different melodies being played together. -Have a complete piece of music with four different layers with an appropriate structure. 	<p>Rock and Roll</p> <ul style="list-style-type: none"> -Perform the hand jive hand actions in sequence and in time with the music. -Sing in tune and perform their actions in time. -Play the notes of the walking bass in the correct sequence. -Independently play their part with some awareness of the other performers. 	<p>Changes in Pitch, Tempo and Dynamics (Rivers)</p> <ul style="list-style-type: none"> -Sing in tune and in harmony with others, with developing breath control. -Explain how a piece of music makes them feel with some use of musical terminology. -Perform a vocal ostinato in time. -Listen to other members of their group as they perform. -Create an ostinato and represent it on paper so that they can remember it. -Create and perform a piece with a variety of ostinatos. 	<p>Haiku, music and performance (Hanami festival)</p> <ul style="list-style-type: none"> -Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. -Recognise, name and describe the effect of the interrelated dimensions of music. -Select instruments and sounds which match their vocabulary. -Work as a group to create a piece of music. -Perform a piece of music as part of a group. 	<p>Samba and carnival sounds and instruments (South America)</p> <ul style="list-style-type: none"> -Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. -Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). -Play their break in time with the rest of their group and play in the correct place in the piece. -Play in time and with confidence; accurately playing their break. 	<p>Adapting and transposing motifs (Romans)</p> <ul style="list-style-type: none"> -Learn a new song, singing in time and in tune while following the lyrics. -Identify motifs aurally and play a repeated pattern on a tuned instrument. -Create and performing a motif, notating it with reasonable accuracy. -Transpose their motif, using sharp or flat notes where necessary and change the rhythm. -Combine different versions of a musical motif and perform as a group using musical notation.
Year 5	<p>Blues</p> <ul style="list-style-type: none"> -Name three key features of blues music -Sing in tune, using vocal expression to convey meaning. -Explain what a chord is and play the chord of C sixteen times. -Play the 12-bar blues correctly. -Play the notes of the blues scale in the correct order, ascending and descending. -Play a selection of blues scale notes out of order in their own improvisation. 	<p>Looping and Remixing</p> <ul style="list-style-type: none"> -Perform a looped body percussion rhythm; keeping in time with their group. -Use loops to create a whole piece of music, ensuring that the different aspects of music work together. -Play the first section of 'Somewhere Over the Rainbow' with accuracy. -Choose a suitable fragment of music and be able to play it along to the backbeat. -Perform a piece with some structure and two different loops. 	<p>South and West Africa</p> <ul style="list-style-type: none"> -Sing using the correct pronunciation and with increasing confidence. -Play a chord with two notes, remaining in time. -Maintain their part in a performance with accuracy. -Play the more complicated rhythms in time and with rests. -Create an eight beat break and play this in the correct place. 	<p>Compositions for the festival of colour</p> <ul style="list-style-type: none"> -Suggest a colour to match a piece of music. -Create a graphic score and describe how this matches the general structure of a piece of music. -Create a vocal composition in response to a picture and justify their choices using musical terms. -Create a vocal composition in response to a colour. -Record their compositions in written form. -Work as a group to perform a piece of music. 	<p>Composition Notation</p> <ul style="list-style-type: none"> -Sing in time and in tune with other people and the backing track. -Remember the lyrics to a song. -Identify the structure of a piece of music and match this to non-standard notation. -Improvise their own piece of music. -Play a melody with reasonable accuracy. -Perform with confidence and in time with others. -Compose and play a melody using staff notation. -Contribute meaningfully to the group performance and composition. -Use hieroglyphic notation to show the structure of their piece. 	<p>Musical Theatre</p> <ul style="list-style-type: none"> -Explain what musical theatre is and be able to recall at least three features of this kind of music. -Categorise songs as action songs or character songs. -Select appropriate existing music for their scene to tell the story of a journey. -Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
Year 6	<p>Songs of World War 2</p> <ul style="list-style-type: none"> -Use musical and comparative language in discussion. -Follow the melody line. -Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. -Sing the correct words at the correct time. -Recall the counter-melody line. 	<p>Dynamics, pitch and texture (Fingal's Cave)</p> <ul style="list-style-type: none"> -Engage in discussion about the sounds of an orchestral piece. -Have a selection of varied vocabulary in response to what they hear. -Change dynamics and pitch, differentiating between the two. -Take the role of conductor or follow a conductor. -Change texture within their group improvisation and talk about its effect. -Create a graphic score to represent sounds. -Follow the conductor to show changes in pitch, dynamics and texture. 	<p>Film music</p> <ul style="list-style-type: none"> -Identify how different styles of music contribute to the feel of a film. -Participate in discussions, sharing their views and justifying their answers. -Use the terms 'major' and 'minor'. -Identify different instruments to describe how music evokes different emotions. -Identify pitch, tempo and dynamics, and use these to explain and justify their answers. -Give reasonable and thought-out suggestions for what different graphic scores represent. -Use their body, voice and instruments to create sounds to represent a given theme. -Create a musical score to represent a composition. -Interpret their graphic score and performing their composition appropriately with their group. -Create sounds that relate to the scene of a film. 	<p>Theme and variations (Theme: Pop Art)</p> <ul style="list-style-type: none"> -Performing rhythms confidently either on their own or in a group. -Identify the sounds of different instruments and discuss what they sound like. -Make reasonable suggestions for which instruments can be matched to which art pieces. -Recall the names of several instruments according to their orchestra sections. -Keep the pulse using body percussion. -Sing with control and confidence. -Name rhythms correctly. -Copy rhythms accurately with a good sense of pulse. -Draw rhythms accurately. -Show a difference between musical variations. -Show creativity in a finished musical product. 	<p>Baroque</p> <ul style="list-style-type: none"> -Define some key features of Baroque music, including recitative, canon, ground bass and fugue. -Take part in a vocal improvisation task based on Baroque recitative. -Play several parts of a canon using staff notation, with or without letter names. -Compose a ground bass melodic ostinato. -Notate a ground bass pattern using staff notation. -Name some well-known Baroque composers and describe what musical features they were known for. -Learn a fugue part by reading staff notation, with or without note names. -Perform a fugue. 	<p>Composing and performing a Leavers' song</p> <ul style="list-style-type: none"> -Identify and evaluate the musical features of a song. -Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. -Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. -Fit an existing melody over a four-chord backing track. -Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. -Record melodies using letter notation. -Perform the leavers' song with confidence.