



## Music Intent

Our Music curriculum aims to develop an appreciation and love of music. Starting in EYFS, singing songs and exploring sounds all the way through to Key Stage Two. Singing in assemblies allow pupils to use their voice expressively with control and melody. The school choir provides an opportunity for those with a passion for singing to shine. Pupils love listening to music and will often request their favourite songs as part of assemblies or lunchtime provision.

Our EYFS classes sing familiar songs and nursery rhymes, moving rhythmically as they sing. Environmental sounds, beats, rhythm and rhyme form part of the phonics curriculum – enhanced by Dough Disco and Squiggle Whilst You Wiggle (a particular favourite for our EYFS pupils). Access to musical instruments in Continuous Provision ensures there is always a tune, and often an orchestra of sounds, coming from our Early Years setting.

Key Stage One take part in weekly music lessons, focussing on rhythm and composition using a range of instruments. These sessions aim to give children the fundamentals of music before they begin to specialise in the Steel Pans in Year 3.

We also provide Key Stage Two Classes with the opportunity to perform and compose music through Steel Pan sessions. These weekly sessions provide fantastic opportunities for pupils to control the instruments, play rhythmically and perform their achievements. Parents and families are invited to our Steel Pan concerts, which are always a great success. Students are also taught to recognise and experience musical notation.

All classes in KS1 and KS2 have a weekly Music Appreciation session, where there is opportunity to listen to, discuss and evaluate a broad range of music with carefully planned genres and decades. Students are encouraged to share their personal views, using musical vocabulary. Opportunities are given to discuss musical instruments, the orchestral groups, places, similar musicians and characteristics of that genre.

You can follow our Music learning by searching on Twitter @Linden\_Music or check out our Learning Showcase!

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



## Music Big Ideas

<b>Learning to play instruments</b>	<b>Learning to compose music</b>	<b>Understanding and appreciating music</b>	<b>Singing songs and using voice</b>
			

## Music Progression

	<u>EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
<p><b>Learning to play instruments</b></p> 	<p>EAD FS1 Play instruments with increasing control to express their feelings and ideas.</p> <p>R Create collaboratively, share ideas, resources, and skills. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>With support, play tuned and untuned instruments musically</p> <p>Keeps a steady beat whilst playing instruments.</p> <p>Listen carefully to try and recall sounds using aural memory</p> <p>Perform in groups, following a beat/rhythm that they have created themselves.</p> <p>Perform to an audience with support.</p> <p>Perform together and follow instructions that combine the musical elements.</p> <p>(Within Weekly Music sessions)</p>	<p>With support, pupils should be taught to play musically with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>Offer and welcome support and feedback to/from others to help improve their performance</p> <p>(Within Weekly Steel pans sessions)</p>	<p>Pupils should be taught to play musically with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using a range of musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds of increasing complexity with increasing aural memory</p> <p>Perform using notation as a support.</p> <p>Present performances effectively and confidently with awareness of audience, venue and occasion.</p> <p>Improve their performance through analysis, evaluation and comparison</p> <p>(Within Weekly Steel pans sessions)</p>

<p><b>Learning to compose music</b></p> 	<p>EAD FS1 Create their own songs or improvise a song around one they know.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>(Within Weekly Music sessions)</p>	<p>They should develop an understanding of musical composition within musical structures and reproducing sounds from aural memory.</p> <p>Experiment by composing music for a range of purposes using the inter-related dimensions of music</p> <p>(Within Weekly Steel pans sessions)</p>	<p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>(Within Weekly Steel pans sessions)</p>
<p><b>Understanding and appreciating music</b></p> 	<p>PD FS1 Use large-muscle movements to wave flags and streamers, paint and make marks. R Combine different movements with ease and fluency.</p> <p>EAD FS1 Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. R 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. Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>(Within Weekly Music Appreciation sessions)</p>	<p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Begin to develop an understanding of the history of music.</p> <p>(Within Weekly Music Appreciation sessions)</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music and show musical preferences from different eras</p> <p>(Within Weekly Music Appreciation sessions)</p>
<p><b>Singing songs and using voice</b></p> 	<p>C&amp;L FS1 Sing a large repertoire of songs. FS2 Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p> <p>EAD FS1 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. R Sing in a group or on their own, increasingly matching the pitch following the melody.  (Singing in assembly and in class)</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To flow their voices freely over a wide pitch range, but can also sing short patterns of vowel sounds that begin to sound like songs they are hearing and know.</p> <p>To begin to build a repertoire of songs</p> <p>(Singing within assembly and other opportunities for performance)</p>	<p>With support, pupils should be taught to sing with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts with support, using their voices with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>(Singing within assembly and other opportunities for performance)</p>	<p>Pupils should be taught to sing with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts with increasing independence, using their voices with increasing accuracy, fluency, control and expression.</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>((Singing within assembly and other opportunities for performance)</p>