



Music

Curriculum Intent

Principles

Music is given a high profile in the school. As well as being a National Curriculum subject with intrinsic value, we regard Music to be a valuable force for enriching pupils' wellbeing, work and attitudes, offering multiple benefits across the whole curriculum and beyond. Our commitment to high quality Music Education supports children's personal development. Our Music Policy summarises the fundamental importance of making music thus: **Making music feels good physically and emotionally. It engages the body, raises the spirit and moves the soul.**

We offer a firm grounding in core musicianship skills sufficient for children to be able to access with confidence further music making opportunities both at junior and secondary school, and in their wider life on into adulthood.

By the time children leave Loughton Manor First School at the age of seven, they will be able to sing confidently and mostly accurately, and will have gained substantial experience of the potential for pleasure and satisfaction that participating in regular choral activities brings. Children will:

- develop an understanding of a range of singing styles and genre
- sing expressively and with good articulation
- be able to hold a part in a group
- understand the posture and breathing needed for singing
- begin to be able to identify when singing is flat/sharp/in tune, and how to adjust accordingly

Every child will learn a musical instrument throughout the whole of Year 2. They will have regular experience of ensemble playing, including developing the basic musicianship skills of:

- internalization of steady beat
- being 'together', ie starting, stopping, staying in time
- following a conductor or leader, including the ability to produce an accelerando or rallentando, or hold a pause accurately
- knowing when to play and how to count simple rests
- employing appropriate dynamics, accents and phrasing

Children will have the opportunity to listen to a range of music, and be encouraged to evaluate their responses, making choices about preferences. They will be introduced to the Classical 100 top quality well-loved classics, listening and appraising on a daily basis in Year 2.

Children will be encouraged to be creative in their music making, offering their ideas and exploring percussion instruments in their play, pitched and non-pitched, as an introduction to composition.



Progression in Musical Skills and Understanding

KEY VOCABULARY	Foundation Stage	Year 1	Year 2
Vocabulary that children should know, understand and be able to demonstrate their understanding practically	Steady beat (pulse) High Low Fast Slow Loud Quiet Long Short	As before + Rhythm Round Warm up Accompaniment Introduction	As before + Pulse Rallentando Accelerando Crescendo Diminuendo Pause Phrase Coda Harmony Conductor
PITCH	Foundation Stage	Year 1	Year 2
Pitch-matching	Copy H/M (soh-me) sounds vocally	Copy H/M/L sounds vocally (soh-me-lah-doh)	Copy changes in pitch vocally (Whole scale) Use knowledge to sing in canon, rounds and partner songs Sing with a sense of phrase and awareness of technique
Aural response	Follow changes in pitch vocally/with movement (soh-me)	Respond to H/M/L sounds with movement and hand signs	Respond to H/M/L sounds with movement and hand signs Respond to major and minor sounds and link them to mood,
Knowledge (Application)	Knowledge of ascending/descending sounds	Knowledge of ascending/descending sounds Knowledge of movement by step, and leap	Knowledge of ascending/descending sounds Knowledge of movement by step, skip and leap Recognition and simple application of tonic triads (major)
RHYTHM	Foundation Stage	Year 1	Year 2

Copying	Copy simple rhythmic patterns	Copy/internalise simple rhythmic patterns	Copy/internalise simple rhythmic patterns Be able to layer more than one pattern simultaneously employing mnemonic phrases for support (<i>"have you got a dog, a great big dog"</i>)
Creating		Create simple rhythmic patterns	Create simple rhythmic patterns remember and share with group through use of mnemonic phrases
Knowledge		Know the term 'walk' (crotchet) and how to notate it	Know the term 'walk', 'stride' (minim) and 'jogging' (pair of quavers) and how to notate them
STRUCTURE	Foundation Stage	Year 1	Year 2
Form	Starting and stopping Beginning and ending/repeating Sing and play in unison Call and response	Beginning, middle and end Sing and play in unison Call and response Recognising repeated patterns Verse and chorus/rounds	Beginning, middle and end, including understanding notion of a coda Verse and chorus/rounds Recognising repeated patterns Recognising ABA form ('sandwich')
Dynamics	Respond to puppets Start/stop Copy loud/quiet sounds	Respond to loud/quiet sound in recorded music Respond to puppets getting louder/quieter Respond to hand signs Create loud/quiet sounds	Respond to loud/quiet sound in recorded music Respond to hand signs Create loud/quiet sounds Use knowledge of loud/quiet sounds to make choices or selections Identify composer's use of loud/quiet sounds
Duration	Respond to long/short sounds in music through movement Copy l/s sounds	Generate l/s body and vocal sounds. Sort percussion into l/s sounds	Generate l/s body and vocal sounds. Sort percussion into l/s sounds

	Explore l/s vocal and instrumental sounds	Change long to short and short to long sounds	Change long to short and short to long sounds Arrange sounds into patterns of l/s/l, s/l/s etc. and use simple symbols to represent these sounds
TEMPO	Foundation Stage	Year 1	Year 2
Pace and Pulse	Respond to a steady beat through movement Respond to a changing pulse Respond to visual prompts e.g. pictures Understand the terms fast and slow	Respond to recorded music Respond to a changing pace with control (body) Respond to changes of beat with control (instrumental) Select pace when composing	Respond to recorded music Respond to a changing pace with control (body) Respond to changes of beat with control (instrumental) Select pace when composing Respond to and understand a metre of 3 or 4
TEXTURE AND TIMBRE	Foundation Stage	Year 1	Year 2
Texture	Notice changes in sound and respond with movement Begin to notice combinations of sound e.g. wood/metal/shaker/skin sounds Identify two contrasting sounds played together	Use different sounds/combinations of sounds when playing in groups e.g. cabassa and maracas together. Add a simple drone or ostinato as accompaniment Comment upon combinations of sounds Show how sounds can be layered using graphic symbols Identify 3 or 4 classroom instruments played together	Use different sounds/combinations of sounds when playing in groups e.g. ostinato and drones Comment on combination and arrangement of sounds (layering/unison) Understand that sounds can be layered and recognise the effects of silence Identify some simple combinations of instruments in recorded music
Timbre	Talk about 'Sound colours' e.g. this sounds like.. Use specific sounds to accompany songs e.g. a	Identify Metal/wood/plastic/sk in	Use timbre to select and organise sounds into simple graphic scores e.g. tappers/shakers/scrapers

	tinkling for Twinkle Twinkle Explore sounds through play and movement	Suggest sounds for rain/wind/machinery etc. Identify familiar environmental sounds e.g. door-bell/dog barking	Use their knowledge of sounds to inform listening e.g. a drum plays a soldier's march Become familiar with the timbre of percussion (tuned and un-tuned) and orchestral/world/electronic instruments
COMPOSITION	Foundation Stage	Year 1	Year 2
	Explore EY percussion instruments freely Explore sounds and return to favourite ones Respond to pictures, stories and objects with sound Use a steady pulse to show characters e.g. a horse or a soldier	Explore EY percussion instruments freely Use a steady pulse to show characters e.g. a horse or a soldier Add simple ostinato patterns Create sequences of sound Organise sounds into a sequence Begin to combine sounds and to select the timbre and duration of sounds	Select instruments of appropriate pitch for composition Use of ostinato patterns in layers and following rhythmic/word patterns linked to their stimulus Begin to combine sounds and to select the timbre and duration of sounds Use learnt aspects of structure in composing, eg. Create sequences of sound; Organise sounds into beginning, middle, end Vary dynamics
Improvisation	Explore sounds inside and outside in response to given stimuli	Explore rhythmic patterns when given phrases or time values to work with.	Explore rhythmic patterns when given phrases or time values to work with. Create simple clapped or played patterns.
NOTATION	Foundation Stage	Year 1	Year 2
	Respond to pictures or artefact/puppet with a chosen sound	Introduce simple graphic notation Know the term 'walk' (crotchet) and how to notate it	Create simple graphic notation Learn notation for walk, jogging, stride, glide (crotchet, quaver, minim, semibreve) Be able to read and play simple crotchet, quaver and minim combinations

SINGING AND PLAYING	Foundation Stage	Year 1	Year 2
Singing	<p>Begin to copy soh-me phrases accurately (GE as a guide) and sing familiar songs within a range of C-C' with some awareness of pitch.</p> <p>Explore lower/higher pitches through games</p>	<p>Copy soh-me-lah and soh-me-doh phrases accurately in groups or individually.</p> <p>Some voices are not yet developed but follow the contours of the melody.</p> <p>Sing songs from C to C' confidently and accurately and explore a greater range through games</p> <p>Sing in unison with increasing confidence and accuracy</p>	<p>Copy soh-me-lah and soh-me-doh phrases accurately in groups or individually.</p> <p>Some voices are not yet developed but follow the contours of the melody.</p> <p>Sing songs from low A to C' confidently and accurately, some are also able to comfortably sing to F' accurately. They explore a greater range through games</p> <p>Begin to develop an awareness of their own voice as 'instrument' recognising their pitch preferences</p> <p>Sing in unison, canon and with a sung ostinato or simple descant</p>
Instrumental Learning	<p>Use gross and fine motor skills in response to a steady pulse</p> <p>Follow hand-signs and puppets as visual cues</p>	<p>Pick out tunes by ear, encouraging aural awareness.</p> <p>Follow signs and symbols</p> <p>Begin to use two hands when playing</p>	<p>Pick out tunes by ear, encouraging aural awareness. Follow signs and symbols</p> <p>Begin to use two hands when playing.</p> <p>Respond to changing tempi as part of a group</p> <p>Begin weekly instrumental learning in groups; violin, 'cello, trumpet or recorder, and regular percussion ensemble work. Through these they start to play together in large groups/as a class</p>
Performing	Sing songs to parents and add simple instrumental accompaniments to well-known rhymes and songs	Sing and play in school performances and assemblies in unison or canon	Sing and play in school performances and assemblies in unison, canon or simple two-part arrangements

		Sing with good diction, expression and increase in confidence	<p>Sing with good diction, expression and confidence</p> <p>Be able to add appropriate movements or gestures to add expression to their music</p> <p>Be aware of dynamic range, character, ensemble and balance</p> <p>Be able to maintain an independent part within large groups</p>
LISTENING	Foundation Stage	Year 1	Year 2
Responding	Remember significant moods/atmospheres/sounds e.g. a happy piece/a loud crash at the end, and respond through movement	<p>Identify the shape of phrases, the use of instruments, the use of musical elements such as dynamics, pitch, rhythm, pace and duration</p> <p>Begin to use words such as 'loud/quiet', 'long/short' and 'fast/slow' when responding</p> <p>Respond to different moods and well-defined changes in sounds</p>	<p>Identify the shape of phrases, the use of instruments, the use of musical elements</p> <p>Begin to use musical vocabulary such as 'pitch' and 'pulse' when responding.</p> <p>Respond to different moods and well-defined changes in sounds</p> <p>Recognise how the musical elements are used to create mood and effect</p> <p>Identify the composer's intention</p>
Reviewing and Evaluating	Express likes and dislikes	Suggest ways in which music might be improved using terms such as loud/quiet, fast/slow, high/low	<p>Suggest ways in which music might be improved using terms such as loud/quiet, fast/slow, high/low, and talk about the work of others'</p> <p>Comment upon the effectiveness in response to a composer's brief e.g. the purpose, intention of the music</p>

Implementation

Further details of timetabling and organization of the Music Curriculum are to be found in the Music Subject Policy

Key implementation principles are:

- Weekly Singing lessons for FS2, Yr 1, Yr 2 incorporating singing games and movement
- Daily opportunities to sing in class and in play for all pupils
- Weekly Classroom Music lessons for Nursery key worker groups, FS2 classes and Yr 1 classes
- For Year 2: Weekly Instrumental Tuition; 6 week blocks x 2 of world percussion ensemble – bamboo tamboo, samba or djembe. Daily Classical 100 listening and appraisal
- Performances: a minimum of Harvest Assembly, Family Carol Concert and Mother's Day Assembly (not Nursery), Nativities FS1 and FS2; End of term performances, Spring (Yr 1), Summer (Yr 2) Leavers' Celebration

Differentiation and Inclusion.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead and develop ideas will contribute to the extension for more able children. Teachers' should plan lessons and activities that incorporate scope for elaboration, demonstration, leading, solo work etc for children who demonstrate strength in music.

Assessment

Assessment in Music is light touch, and almost all via observation, both visual and auditory, either by the teacher leading, or by supporting teaching assistant. It is these observations that will inform differentiation.

There is a specific assessment of each child's singing voice early in Year 2 to identify accuracy of pitch matching and where the voice lies in terms of preferred vocal range. This is done by specialist teacher using call and response daily register, with assessments discreetly noted on a class list. The outcome informs the teacher for aspects of grouping and positioning, both for support and for potential for developing solo/leader/semi-chorus parts.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can...' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding.



FS2 Assessment – Outcome Statements for Music

FS2 Class _____

Transfer information for Yr 1 teacher

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

I am a Foundation Stage 2 child. I can...

- Move to a beat
- Play to a beat (with help)
- Play simple rhythmic patterns
- Copy sounds that are long/short, loud/quiet, fast/slow, high/low
- Sing songs with a restricted range of G,E and A accurately
- Sing familiar nursery rhymes with good modelling by my practitioner
- Add actions to a song
- Respond to mood in music with my movements/expression
- Respond to puppets or pictures with my sounds
- Use instruments in my indoor and outdoor play
- Follow the patterns in stories

Emerging (names and comments)

Exceeding (names and comments)



Year 1 Assessment – Outcome Statements for Music

Yr 1 Class _____

Transfer information for Yr 2 teacher

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

I am a Year 1 child. I can...

- Move and play to a steady beat
- Respond to a changing beat
- Clap/play a pulse
- Clap/play a rhythm
- Play in groups (sequentially)
- Clap/play different parts in two groups with help
- Sing songs from C – C'
- Sing call and response songs, accumulative songs and solo response songs (GEA/CEG/GEC)
- Sing songs and chants that explore elements of music
- Respond to changes in dynamics, pace and character
- Talk about the music and how it makes me feel
- Create my own sounds
- Follow sequence of sound
- Layer sounds together with help
- Understand how sounds are made and changed

Emerging (names and comments)

Exceeding (names and comments)



The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

I am a Year 2 child. I can...

- Speak, clap and play in canon
- Perform in two parts (pulse and rhythm)
- Sing songs from low B to D' confidently
- Sing songs that move by step, skip or leap
- Sing partner songs
- Use my 'thinking voice (rests)
- Explore songs with an ostinato
- Respond to changes in dynamics, pace and character
- Identify musical elements within a piece (long/short, high/low, fast/slow)
- Identify some musical instruments
- Select my sounds carefully
- Organise my ideas into a beginning, middle and end
- Follow structures found in story books and poems
- Express my preferences when I listen to music

Emerging (names and comments)

Exceeding (names and comments)