

Subject- Music

Intent- We want our children to develop a love of music and experience joy through singing and participation in other shared musical experiences. We believe that musical education builds confidence and resilience and contributes to the broader development of young children. Participation in music at Larkfields promotes wellbeing, good listening skills and develops concentration. We want the experience of music at Larkfields to be inclusive, steeped in fun, performance, and diversity and one that contributes to our childrens' acquisition of cultural capital.

Coverage - We use the Music Express music scheme for primary class teachers. Class teachers also have the flexibility to create their own music lessons to reflect a topic being covered or to give children more opportunity to engage and experiment with the wide range of musical instruments we have in school. The following grid represents progression through the use of Music Express and our Year 2 Recorder Curriculum. However class teachers can find topic-related and more instrument focused approaches which will complement coverage as appropriate. In Year 2 the children learn how to play the recorder and the requirements of the National Curriculum are covered during these sessions. In addition, we timetable weekly singing for EYFS and KS1. The children sing a song from our assembly songbook in our daily assemblies. The subject leader compiles a half termly music plan using a wide range of music from a variety of genre and cultures, which is played as children enter assembly. This music is changed weekly and reflects the topic being covered in KS1 and is linked to a music display board at the front of the hall. We have a singing friend who comes every week to play the piano for KS1 singing. Our children participate in performances throughout the year at school and at the local Methodist Church. Year 2 children have the opportunity to take part in the Kimberley Family of Schools' Singing Festival.

Concept	Foundation Stage	Year One	Year Two
Singing	<ul style="list-style-type: none"> Sing a large repertoire of songs <i>Communication and Language 3/4</i> Learn rhymes poems and songs <i>Communication and Language R</i> 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 <i>Expressive Arts and Design 3/4</i> Sing in a group or on their own, increasingly matching the pitch and following the melody <i>Expressive Arts and Design R</i> 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> Create, respond to, place and change vocal sounds <i>Unit 1: Ourselves</i> Understand (recognise) pitch: make high and low vocal sounds <i>Unit 3: Animals</i> Sing a song with contrasting high and low melodies <i>Unit 3: Animals</i> Control vocal dynamics, duration and timbre <i>Unit 4: Weather</i> Sing a song together as a group <i>Unit 7: Our School and Assemblies</i> Rehearse and perform a rap with sound effects using voices <i>Unit 9: Storytime</i> Combine voices and movement to perform a chant and a song <i>Unit 11: Travel</i> Use voices to create descriptive sounds <i>Unit 12: Water</i> 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> Develop the use of vocal sounds when practising recorder pieces Explore voices to create musical effects Sing with expression, paying attention to the pitch shape of the melody Perform a rhythmic chant and play an independent rhythm pattern accompaniment Understand pitch through singing and note names Prepare and improve a performance using voices Performance opportunities for solo and small group singing.

<p>Playing Instruments</p>	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas <i>Expressive Arts and Design 3/4</i> • Explore and engage in music making and dance, performing solo or in groups <i>Expressive Arts and Design R</i> 	<p>Play tuned and un-tuned instruments musically.</p> <ul style="list-style-type: none"> • Learn to play percussion with control (e.g. changing dynamics) <i>Unit 2: Number</i> • Identify and keep a steady beat using instruments <i>Unit 2: Number</i> • Explore and control dynamics, duration and timbre with instruments <i>Unit 4: Weather</i> • Name and identify a variety of instruments • Play percussion instruments at different speeds <i>Unit 5: Machines</i> • Create a soundscape using instruments <i>Unit 7: Our School</i> • Explore sounds on instruments and explore ways to vary their sound <i>Unit 8: Pattern</i> • Rehearse and perform a chant with sound effects using instruments <i>Unit 9: Storytime</i> • Use instruments to create descriptive sounds <i>Unit 12: Water</i> 	<p>Play tuned and un-tuned instruments musically.</p> <p>This objective is covered in Year 2 by all children receiving a weekly recorder lesson.</p> <ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Perform a steady beat and simple rhythms • Accompany a song with an instrumental ostinato • Explore and develop an understanding of pitch whilst playing the recorder • Use instruments expressively to play a range of pieces • Name and identify a variety of instruments
<p>Listening</p>	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings <i>Expressive Arts and Design 3/4</i> • Listen carefully to rhymes and songs, paying attention to how they sound <i>Communication and Language R</i> • Listen attentively, move to and talk about music, expressing their feelings and responses <i>Expressive Arts and Design R</i> 	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music <i>Unit 2: Number</i> • Identify a sequence of sounds (structure) in a piece of music <i>Unit 4: Weather</i> • Respond to music through movement <i>Unit 4: Weather</i> • Identify changes in pitch and respond to them with movement <i>Unit 6: Seasons</i> • Listen in detail to a piece of orchestral music (e.g. identify instruments) <i>Unit 6: Seasons</i> • Identify metre by recognising its pattern <i>Unit 8: Pattern</i> • Understand how music can tell a story <i>Unit 9: Storytime</i> • Respond to change of mood in a piece of music with a slow and fast steady beat <i>Unit 10: Our Bodies</i> • Identify a repeated rhythm pattern <i>Unit 10: Our Bodies</i> • Understand musical structure by listening and responding through movement <i>Unit 12: Water</i> 	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) in pieces of music • Listen to a pieces of orchestral music. • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music • Identify repeated sections in music. • Listen to music that represents a time or event eg Music for the Royal Fireworks, The Hebrides Overture, The Four Seasons etc.

Composing	<ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know <i>Expressive Arts and Design 3/4</i> • 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 <i>Expressive Arts and Design R</i> 	Experiment with, create, select and combine sounds using the inter-related dimensions of music. <ul style="list-style-type: none"> • Explore, create and place vocal and body percussion sounds <i>Unit 1: Ourselves</i> • Explore and develop an understanding of pitch using the voice and body movements <i>Unit 3: Animals</i> • Explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments <i>Unit 4: Weather</i> • Improvise descriptive music <i>Unit 4: Weather</i> • Play and control changes in tempo <i>Unit 5: Machines</i> • Relate pitch changes to graphic symbols and perform pitch changes vocally <i>Unit 6: Seasons</i> • Explore different sound sources and materials <i>Unit 7: Our School</i> • Create a soundscape using instruments as part of a song performance <i>Unit 7: Our School</i> • Explore sounds on instruments and find different ways to vary their sound <i>Unit 8: Pattern</i> • Play fast, slow, quiet and loud sounds on percussion instruments <i>Unit 9: Storytime</i> • Invent and perform new rhythms to a steady beat <i>Unit 10: Our Bodies</i> • Create, play and combine simple word rhythms <i>Unit 11: Travel</i> • Create a picture in sound <i>Unit 12: Water</i> 	Experiment with, create, select and combine sounds using the inter-related dimensions of music. <ul style="list-style-type: none"> • Notate pitch shape and duration using simple line graphics • Understand the structure of playing pieces in the round • Mark beats within a four-beat bar • Understand rising and falling pitch direction whilst playing • Read and write simple notation • Understand and differentiate between beat and rhythm • Combine sounds to create musical effects in pieces. • Identify rising and falling pitch • Compose a simple piece using learnt notation • Perform and create simple three- and four-beat rhythms using a simple score • Understand and play from simple notation
Vocabulary	instrument listen fast slow loud quiet song singing perform music concert tune audience drum piano guitar cymbals tambourine triangle shake scrape	pattern high low beat chant rhythm pitch sequence compose composer conductor orchestra musician score violin flute trumpet strike	Recorder, tuned, untuned, rhythm, tempo, crotchet, quaver, minim, dotted notation, treble clef, ostinato, dynamics structure, round, duet, solo, tunelessly percussion, notes, notation, expression, tie, stave
Teacher Vocabulary Guide	<p>Accent – where the music is emphasised</p> <p>Beat – unit of rhythm</p> <p>Beat and rhythm difference - The beat is the steady pulse that you feel in the tune, like a clock's tick. It's what you would clap along to, or what you feel you want to tap your foot to. The rhythm is the actual sound of the notes, which in a song would be the same as the words.</p> <p>Chant – singing in unison, with a similar rhythm to speech</p> <p>Clef – a symbol on written music, defining what pitch to play the note</p>		

	<p>Dynamics – how loud or quiet a piece of music is</p> <p>Notation – a method of writing music</p> <p>Orchestra – a large group of instruments, usually classical</p> <p>Pitch – how high or low a note sounds</p> <p>Pulse – the constant beat in a piece of music</p> <p>Rest – moment when a note is not played for a defined length of time</p> <p>Rhythm – structured groups of accented and unaccented beats</p> <p>Score – this is the written down version of a piece of music</p> <p>Staff – five horizontal lines on which notes are written</p> <p>Texture - describes how layers of sound within a piece of music interact</p> <p>Timbre – the quality of a sound. It is what makes two different musical instruments sound different from each other, even when each instrument plays the same musical note.</p> <p>Tempo – the speed of a piece</p>
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Enrichment Opportunities

- Harvest Festival
- Carol Concert
- Christmas Play
- Performing Arts Day
- Kimberley Family of Schools' Singing Festival
- Leaver's Concert