



INTENT



Love for Learning:

Children will develop a love and passion for music. Our music curriculum will enable pupils to develop their musical knowledge by releasing their colours of imagination through singing and playing. Children will be given vast opportunities to apply their own memorable experiences to their compositions, explore their own creative potential and perform their sublime creations to others.



Enquiring Minds:

Children will be provided with extensive listening opportunities which will allow space for exploration, inconsistencies and independence. They will be encouraged to experiment with a variety of components that serve a clear purpose and to be expressive whilst providing feedback to others.



World Wise:

Through listening activities, children will be given opportunities to gain knowledge of musical repertoires from a variety of cultures and therefore develop their knowledge and understanding of the communities in which the music is practised. By applying the concepts and terminology of the musical elements in which they have explored, children will make more music, think more musically and consequently become more musical.

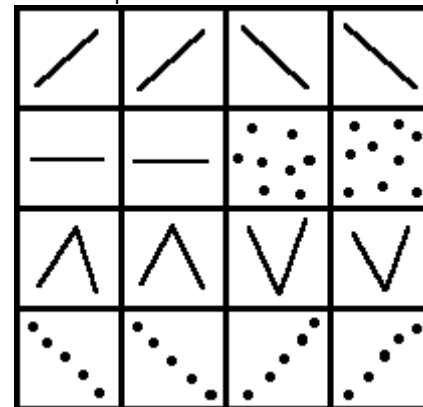
	Singing	Listening and Appraising	Creating and Composing	Musicianship
EYFS	<ul style="list-style-type: none"> • Sing their own songs or improvise a song around one they know. • Sing along with nursery rhymes and action songs following the Charanga scheme. • Make their voice/singing loud and quiet. • Sing and recognise high and low pitch (high like a mouse, low like a lion.) • 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. 	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Listening and responding to different styles of music following the Charanga scheme. • Beginning to recognise repetition. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Recognise that sounds are made in a variety of ways (timbre). • Explore performing with different instruments. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Move in time to a steady beat (pulse). • Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.). • Share their ideas and perform their work to others with adult support. • Move appropriately to music at different speeds e.g. running, crawling (tempo). • Perform to an audience (E.g. Reception's Christmas Production)

Year 1

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet)
- Begin with simple songs following the Charanga scheme.
- Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.

- To respond to music by dancing, clapping, marching or joining in (warm up games within the Charanga scheme).
- To talk about how music makes them feel or want to move. E.g. it makes me want to jump, sleep, shout etc.
- To begin to identify simple repeated patterns and follow basic musical instructions such as: clap or march to find the pulse/rhythm, (or beat) of a piece of music.
- To listen with concentration to short, simple pieces of high quality live and recorded music. Genres to include: Hip-Hop, Reggae and Latin taken from the Charanga scheme and talk about when and why they may hear it.

- To be respectful when using tuned and untuned instruments.
- Create musical sound effects and short sequences of sounds in response to the genre of music being taught. Combine to make a composition, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a rhythm pattern and a pitch pattern and thinking about the instruments needed for each.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:



Pulse/Beat

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes (warm up games within the Charanga scheme).
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels) to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance.

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

Pitch

- Sing songs of a variety of genres in both low and high voices and talk about the difference in sound.
- Explore percussion sounds when improvising alongside a piece of music.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 claps.

Year 2

- Sing songs of a variety of genres within the Charana scheme with increasing vocal control.
- Sing songs with a small pitch range.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions.
- Sing short songs from memory with more accuracy in pitch.
- Use voices expressively and creatively.

- To begin to talk about what they like and dislike about a piece of music.
- To begin to identify and recognise repeated patterns.
- Verbally recall what they've heard with simple vocabulary such as: loud, soft, high or low (dynamics).
- To begin to understand how the inter-related dimensions of music create different moods and effects.
- To respond to different moods in music and explain the changes in sound using music vocabulary. (Tempo, pulse and dynamics).
- To listen with concentration to pieces of high quality live and recorded music. Genres to include: South African Music, Rock and Reggae taken from the Charanga scheme and discuss where and when they may be heard and explaining why using simple musical vocabulary. E.g. It's loud and rough so it would be good to be played at a concert or a party.

- To be respectful when using all instruments – whether that be percussion or the ocarinas.
- Create music in the style of the genre which has been taught.
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Play the ocarinas by following informal musical notation with increasing accuracy.

Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo (warm up games within the Charanga scheme).
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to. Including the genres of music taught within the charanga scheme.
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.

Rhythm

- Create rhythms using word phrases as a starting point (e.g. Hel-lo Vay-nor Chil-dren, Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own

				<p>chanted rhythm patterns with the same stick notation.</p> <p>Pitch</p> <ul style="list-style-type: none"> • Sing songs of a variety of genres following the Charanga music scheme with the teacher leading. • Sing short phrases independently within a short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion.
<p>Year 3</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying genres and structures tunefully and with expression. • Perform forte (loud/strong) and piano (quiet/soft). • Perform a range of musical genres taken from the Charanga scheme with confidence and in time. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes (warm up games within the Charanga scheme). 	<ul style="list-style-type: none"> • To listen with attention and begin to recall sounds. • To understand how the inter-related dimensions of music create different moods and effects. • Describe music using appropriate vocabulary. (pitch, dynamics, pulse and tempo). • Recognise well defined changes in sound (pitch, dynamics and tempo). • To begin to recognise simple notations to represent music, including pitch and volume (dynamics). • To listen to and begin to respond to music of a variety of genres taken from the Charanga music scheme: R&B, Reggae, and Disco. • Recognise similarities and differences between these genres of music. 	<ul style="list-style-type: none"> • To be respectful when using instruments – specifically the glockenspiel and recorder. <p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and recorder inventing short ‘on-the-spot’ responses using the notes which have been taught. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should improvise in the same genre of music which has been taught. <p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names (e.g. fly, spi-der) to create music in the same genre which has been taught. • Compose song accompaniments 	<ul style="list-style-type: none"> • Develop facility in playing the recorder. • Play and perform melodies following staff notation using a small range as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using informal notation. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. • Extend to question-and- answer phrases. <p>Reading Notation</p> <ul style="list-style-type: none"> • Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms,

			on untuned percussion using known rhythms and note values (crochets and paired quavers).	understanding how to link each syllable to one musical note.
Year 4	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (3 and 4 time) Show control when singing through breathing, articulation and dynamics. Perform a range of songs in school. 	<ul style="list-style-type: none"> To listen to, understand a wide range of high quality live and recorded music. Genres to include: Pop, Rap, Soul/Gospel taken from the Charanga music scheme. To listen to and recall patterns of sounds with increasing accuracy. Describe what they hear using a wider range of musical vocabulary. (Pitch, dynamics pulse, tempo and timbre). To understand the social and cultural meaning of lyrics. To understand the relationship between lyrics and melody. To understand and begin to use established and invented musical notations to represent music. 	<ul style="list-style-type: none"> To be respectful when using instruments – specifically the glockenspiel and recorder. <p>Improvise</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the recorder. Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. <p>Compose</p> <ul style="list-style-type: none"> Compose music using crochets and minims. Compose music to create a specific mood and linking to the musical genre which has been taught. Capture and record creative ideas using any of <ul style="list-style-type: none"> graphic symbols rhythm notation and time signatures staff notation 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> Develop facility in the basic skills of the recorder. Play and perform melodies following staff notation. Copy short melodic phrases from a leader. <p>Reading Notation</p> <ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range. Follow and perform simple rhythmic scores to a steady beat.

Musical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
sing, nursery rhymes, action songs, loud, quiet, high, low, pitch, tone, melody, up, down, dance, solo, beat, pulse, rhythm, speed, tempo, instruments, voice, body percussion, perform	loud, quiet, pitch, pulse, stop, start, speed, tempo, rhythm, beat, tap, bang, scrape, shake, chant, rhyme, call & response, dance, clap, march, walk, move, Hip-Hop, Reggae, Latin, feelings, "I like/don't like it because...", repeated patterns, tuned, untuned, percussion, improvise, compose, composition, graphic	tempo, pulse, beat, pitch, dynamics, tempo, "I like/dislike because...", repeated patterns, mood, South African Music, Rock, Reggae, tuned, untuned, percussion, Ocarina, Question & Answer, improvise, compose, composition, graphic symbols, dot notation, stick notation, tapping clapping, breathing	unison, melody, expression, forte, piano, beat, mood, pitch, dynamics, pulse, tempo, R&B, Reggae, Disco, similarities, differences, glockenspiel, recorder, improvise, compose, composition, tuned, untuned percussion, echo, question & answer, crotchet, paired quaver, staff notation,	unison, crescendo, decrescendo, rounds, time signature, breathing, articulation, dynamics, Pop, Rap, Soul/Gospel, patterns, pitch, dynamics, pulse, beat, tempo, timbre, social, cultural, lyrics, melody, glockenspiel, recorder, improvise, compose, composition, crotchets, paired quavers, rest,

	notation symbols, body percussion		stave, lines, space, clef, allegro, adagio	minims, mood, graphic score, rhythm notation, staff notation
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SMSC in Music

Spiritual	Social
<p>Children</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment when creating and listening to music. • respect others e.g. feedback from peers and/or teacher when evaluating performances. • accommodate difference and enable others to succeed following performances. • ask questions, offer ideas and make connections. • display creativity and imagination in developing musical sequences. 	<p>Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences e.g. group activities and performances • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events in the wider community. • demonstrate leadership skills in musical group activities.
Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict when working in groups. • Recognise and respect rules and codes and demonstrate 'good' audience etiquette. • demonstrate self- discipline and recognise that application is needed to achieve when learning an instrument. • Show an interest in investigating and offering reasoned views about moral and ethical issues e.g. use of drugs, racism and musical heroes. 	<p>Children</p> <ul style="list-style-type: none"> • Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through music. • Recognise musical talents in ourselves and others.
British Values	
<ul style="list-style-type: none"> • By studying music from different countries and cultures, the Vaynor Curriculum promotes the understanding that we all share the same beliefs and values. It also understands the importance of values and ideas when working together in ensemble groups and the children learn to listen to others' opinions when rehearsing for group performances. • The Vaynor children show a sense of enjoyment and fascination in learning about themselves, others and the world around them during their Music lesson. They show imagination and creativity in their learning. • Through listening and discussing music and the creative processes behind it, the Vaynor children often identify differences in opinions and feelings. Therefore, the children are able to appreciate the differences in their own musical tastes, their classmates and the wider world. • During all Music lessons, the Vaynor children make decisions together in teams to create and perform music. They make sure that everyone's thoughts, suggestions and ideas are considered. • The Vaynor children appreciate that the musical instruments that we use are cared for and never damaged. They understand that the rules for their use prepare them for using equipment in the world of work. 	