

Enjoy

Believe

Achieve

Music

At Normanby Primary School our music curriculum aims to inspire creativity, self-expression and encourages our children to develop their own musical identity. We want children to be 'cultural omnivores', devourers of all kinds of music, enabling them to express themselves musically with influences from many different genres of music. It is our intent to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. Our children will gain a firm understanding of what music is through singing, listening, appraising, playing, improvisation, composition and performance. This is embedded in classroom activities following TVMS Charanga programme of study as well as weekly singing assemblies, performances, instrument tuition and the joining of our extra-curricular musical activities. The elements of music are taught so that children can use musical language to dissect and appreciate music across a wide variety of historical periods. Students are given opportunities to learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. These are offered by additional specialist services such as Music Works and Tees Valley Music.

	Foundation Stage	
	FS1	FS2
		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p> <p>Invite children within school who play musical instruments or musicians in to play music to children and talk about it.</p> <p>Listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>

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	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Develop listening skills through a range of active listening activities, e.g, listening whilst painting or drawing, or whilst moving.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Encourage to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <p>Use songs with and without words.</p> <p>Clap or tap to the pulse of songs or music and encourage children to do this.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce 3 songs each week: nursery rhyme, maths song and poem and sing throughout the week</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements, e.g, march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p>
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	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use a wide range of different instruments, from a range of cultures, e.g, electronic keyboards and musical apps on tablets.</p> <p>Experiment with different ways of playing instruments.</p> <p>Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p>	<p>Encourage children to create their own music in Boogie room</p>
Early Learning Goals:	<p>The level of development children should be expected to have attained by the end of Reception/FS2</p>	
ELG: Creating with materials	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories 	
ELG: Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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. 	



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Our Learning Journey	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	<p>We are learning to:</p> <p>Sing and follow a melody. Begin singing songs in verse/chorus - weekly singing assemblies.</p> <p>Play simple rhythmic patterns on an instrument. Gain co-ordination to perform using basic percussion instruments and tuned percussion. Keep a steady pulse with the class through changing rhythms.</p> <p>Sing or clap increasing and decreasing tempo. Imitate changes and actively listen so that they can come in as the rhythm/beat requires.</p>	<p>We are learning to:</p> <p>Sing and follow a melody. Begin singing songs in verse/chorus - weekly singing assemblies.</p> <p>Play simple rhythmic patterns on an instrument. Gain co-ordination to perform using basic percussion instruments and tuned percussion. Keep a steady pulse with the class through changing rhythms.</p> <p>Sing or clap increasing and decreasing tempo. Imitate changes and actively listen so that they can come in as</p>	<p>We are learning to:</p> <p>Sing a tune with expression. Sing songs confidently in verse/chorus structure and that use on beat non-syncopated rhythms in weekly singing assemblies.</p> <p>Play clear notes on instruments. Play notes B, A G, E D on recorder. Recognise the notes B, A G E D on the stave using Charanga Blown Away Recorder Scheme Book 1</p> <p>Compose melodies and songs. Play songs and melodies on recorder.</p> <p>Combine different sounds to create a</p>	<p>We are learning to:</p> <p>Sing songs from memory with accurate pitch. Sing songs that use syncopated and non-syncopated rhythms in structure in weekly singing assemblies.</p> <p>Play clear notes on instruments. Play notes B, A G, E D F C high D on recorder. Recognise the notes B, A G E D F C high D on the stave using sing Charanga Blown Away Recorder Scheme Book 1</p> <p>Perform a simple part rhythmically. Co-ordinate using movement, voice and body percussion.</p>	<p>We are learning to:</p> <p>Breathe in the correct place when singing. Sing as uniform as possible with others in weekly assemblies.</p> <p>Maintain my part whilst others are performing their part. Develop the ability to sing complex rhythmic patterns and hold a part in a round.</p> <p>Improvise within a group using melodic and rhythmic phrases. Use Glockenspiels in an ensemble. Recognise and perform using the symbols for a minim, crotchet, and semibreve and say how many beats they represent.</p>	<p>We are learning to:</p> <p>Sing in harmony confidently and accurately. Sing solos or part of an ensemble with attention to detail and recall sounds with increasing aural memory in weekly singing assemblies.</p> <p>Perform parts from memory. Sing using varied musical forms such as: in parts, in rounds or in canon.</p> <p>Select and learn an instrumental part that matches their musical challenge, Using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using</p>

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	<p>Order sounds to create a beginning, middles and an end. Follow a simple samba structure: intro, main groove, break, intro, main groove.</p> <p>Choose sounds which create an effect. Create different moods using vocal techniques at varying dynamic levels.</p> <p>Respond to different styles of music. Afropop, South African, Rap, Rock, Reggae, Pop and Classical</p> <p>Make connections between notations and musical sounds. Generate simple rhythms using words of varying lengths.</p>	<p>the rhythm/beat requires.</p> <p>Order sounds to create a beginning, middles and an end. Follow a simple samba structure: intro, main groove, break, intro, main groove.</p> <p>Choose sounds which create an effect. Create different moods using vocal techniques at varying dynamic levels.</p> <p>Respond to different styles of music. Afropop, South African, Rap, Rock, Reggae, Pop and Classical</p> <p>Make connections between notations and musical sounds.</p>	<p>specific mood or feeling. Create different effects and moods using varied vocal techniques and dynamics.</p> <p>Improve my work and explain how it has been improved. Be able to describe what I like and don't like about a piece of music.</p> <p>Use musical words to describe a piece of music. Begin to learn how to identify textural layers within a song.</p> <p>Identify and respond to styles of music. R&B, Reggae, Pop, Disco, Classical</p> <p>To know and be able to talk about improvisation:</p>	<p>Improvise using repeated patterns. Use quavers, crotchets minims and crotchet rests and say how many beats they represent.</p> <p>Identify changes in styles of music. The history of music, look back and consolidate learning.</p> <p>Explain why silence is often needed in music and explain what effect it has. Listen to a range of recordings and or live performances to explore how music conveys effect.</p> <p>Identify and respond to styles of music. Pop, Grime, Gospel, The Beatles Pop and Classical</p>	<p>Change sounds or organise them differently to change the effect. Be able to enter, play and stop when conducted to do so, which will change slightly each time.</p> <p>To play the glockenspiels with growing confidence. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To understand different ways of writing music down e.g. staff notation, symbols</p>	<p>notation. The notes C, D, E, F, G, A, B + C on the treble stave on the glockenspiels.</p> <p>Use a variety of different musical devices in my composition (including melody, rhythms and chords) Use digital technologies to compose, edit and refine pieces of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Experience and gain knowledge of composers, musicians, and the role of music during World War II.</p> <p>Listen to and reflect upon the developing composition Make musical decisions about how the melody connects with the song. Recognise and perform using the symbols for a minim, crotchet,</p>

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	<p>To Sing, Play and Improvise Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes.</p> <p>To know and be able to talk about composition: Help create three simple melodies with the Units using one or three notes.</p>	<p>Generate simple rhythms using words of varying lengths.</p> <p>To Sing, Play and Improvise Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes.</p> <p>To know and be able to talk about composition: Help create three simple melodies with the Units using one or three notes.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. To know that using one or two notes confidently is better than using five.</p> <p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p>	<p>Identify and describe the different purpose of music. Explore how music can influence, express and modulate emotions.</p> <p>To know and talk about improvisation. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know and talk about composition. A composition: music that is created by you and kept in some way. Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>he notes C, D, E, F, G, A, B + C on the treble stave</p> <p>Describe, compare and evaluate music using musical vocabulary. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Explain why I think music is successful or unsuccessful. Appreciate and appraise a wide range of live and recorded music drawn from different traditions, composers, and musicians.</p> <p>To know and talk about composition. Record the composition in any way appropriate that recognises the</p>	<p>semiquaver, quaver, and semibreve and say how many beats they represent.</p> <p>Analyse features (elements) within different pieces of music. Accurately describe and appraise music including: pitch, dynamics , tempo, timbre, texture, lyrics and melody, sense of occasion and expressive effect.</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time. To appreciate and understand songs, composers, and musicians from World War II.</p> <p>Compose music for a range of purposes using the inter-related dimensions of music.</p>
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					<p>connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To know and talk about improvisation. Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Identify and respond to styles of music. Rock, Bossa Nova, Swing, Pop Ballads, Old school Hip Hop, Motown, Classical</p>	<p>To use drones and melodic ostinato on Glockenspiel. Combine a variety of musical devices, including melody, rhythm, and chords. Consider and explore the impact changes of musical elements make.</p> <p>Identify and respond to styles of music. Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical</p> <p>Understand your own musical identity Create your own music inspired by your identity and women in the music industry</p>
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National Curriculum	Key stage 1 Pupils should be taught to:	Key stage 2 Pupils should be taught to:
	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.