



Curriculum Overview Music



Intent

We teach Music:

To inspire a love of music and develop children's understanding of musical elements, through an active involvement in composing and performing.

As we believe that music can make a difference to all children's lives, helping them to grow and develop their own identity, creativity, as a source of joy, self-worth, achievement and personal fulfilment.

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

Our curriculum aim is:

To ensure that all children:

- 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
- 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
- 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.
- to enable all children to enjoy music and feel success through practical, engaging and inclusive lessons.



How is Music taught at Heatherside Infants?

At Heatherside Infant School we use aspects of the Kodaly approach to teaching music, with regards to pitch, rhythm and pulse. We use Visual Music Minds to enhance rhythm, building on ta ti-ti and too rhythms. We use the SOLFA spoken syllables for each note (do-re-mi-fa-sol-la-ti) and we use the SOLFA hand signals to help children to pitch notes accurately. This is all built upon in Year One and Year Two.

Music in YR is largely based upon singing repetitive songs and nursery rhymes, tapping out the pulse, responding to high and low pitches made by the voice, and being able to listen to a piece of music and say how it makes them feel.

Music in KS1 incorporates the Hampshire Music Service scheme and is enhanced using other sources such as Sing up and Kapow Primary. Throughout KS1 children progress their knowledge and skills in relation to pulse, rhythm, pitch, singing, listening & composing, all whilst developing their musical vocabulary.



Vocabulary

	Yr R	Yr 1	Yr2
Musical Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, voice, sing, instruments, audience, nursery rhyme, drums	Melody, improvise, compose, percussion, phrase, rap, audience, dynamics, perform/performance, glockenspiel.	Verse, chorus, timbre, texture, structure.

Dimensions of music

Dynamics – how loud / quiet the music is.

Tempo – the speed of the music (fast / slow).

Pitch – how high or low a sound is.

Duration – the length of a sound.

Pulse / beat – the steady beat of music. This is what we may tap our feet or clap along to.

Rhythm – combinations of long and short sounds in a piece of music.

Melody – a sequence of notes and rhythms.

Structure – the way the music is laid out e.g. verse, chorus.



Progression map / end points

Area	Yr R	Yr 1	Yr2
Pulse	Children will tap the pulse when singing songs and listening to music.	Children will move to the beat of the music, altering the speed of their movements in response to tempo changes. Children will use body and class percussion to tap the pulse.	Children will begin to group beats into 2's, 3's and 4's through dancing, marching, body and class percussion.
Rhythm	Children will respond to long and short sounds in music through movement. Children will sing simple songs with repetitive basic ta-ti-ti rhythms e.g. 'Hot Cross Buns' etc.	Children will recognise patterns of long and short sounds, by listening to music and playing instruments. Children will perform word pattern chants e.g. 'lo – lli – pop – man 1 and 2 3 4 Children will perform short repeating rhythmic patterns reading musical notation.	Children will perform short, more complex repeating patterns reading musical notation. Children will create and perform their own rhythmic patterns. Children will play different copycat rhythms in different meters.
Pitch	Children will explore and respond to high and low sounds made by voices / instruments.	Children will explore, use, respond to and recognise high middle and low sounds using chime bars and glockenspiels.	Children will respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. They will begin to recognise steps, leaps, and repeated notes.



Progression map / end points

Area	Yr R	Yr 1	Yr2
Singing	Children will sing repetitive songs and nursery rhymes.	Children will sing simple songs with a range of mi – so, and call and response songs and chants.	Children will sing songs with a pitch range of do to so, with increasing voice control. They will pitch songs accurately with an awareness of dynamics and tempo.
Listening	Children will listen to different pieces of music and be able to say how it makes them feel.	Children will listen to and appreciate different types of music and identify how the music changes and give suggestions about what it could represent. They will be able to identify the pulse when listening to music.	Children will listen to and appraise a wide variety of music from a range of genres and discuss the origin of the music. They will be familiar with different families of instruments in the orchestra and recognise the sounds that some of these instruments make (Kapow).
Composing	N/A	Children will recognise and use graphic scores to play their own music, progressing to making their own graphic scores as a class. They will create musical sound effects to add to songs / chants.	Children will use graphic scores and dot notation to create and record their own compositions in groups. They will create musical sound effects, and short sequences of sounds to create a story using Kapow.