



MUSIC programmes of study: KS 1 and 2

<p><u><i>What do we aim to achieve? (Our intent)</i></u></p> <p>Through the creativity of our Music curriculum pupils will be engaged and inspired in one of the highest forms of creativity.</p> <p>They will</p> <ul style="list-style-type: none">• sing confidently and with increasing control• perform in groups and independently• play tuned and untuned instruments musically• have an awareness of musical composition• appreciate music from different periods, traditions and in a range of genres.	<p><u><i>How do we do it? (Our implementation)</i></u></p> <p>The children will develop these skills over our 2 year rolling programme. They will benefit from our work with Inspiring Music, being able to access different 6-week programmes such as Move your body, Playground Songs and Chants. They will learn tuned and untuned instruments including the ukulele, African and Samba drums, and handbells. They will be offered opportunities to perform to other classes, to parents and carers, and at the Corn Exchange (in the Sing Out project). Pupils can individually access violin and piano lessons through peripatetic teachers.</p> <hr/> <p><u><i>What happens as a result of this learning? (Our impact)</i></u></p> <p>The impact of our programme of study is that pupils develop a love of music and develop their talents as musicians. Their self-confidence, creativity and sense of achievement is increased, as is their ability to work together as a musical body. Over time, they develop a critical engagement with music and compose their own pieces.</p>
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Examples of work



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YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Winter Wonderland	Superheroes	Minibeasts	Around the World in 30 Days	On the Farm
EYFS	Children are encouraged to sing, dance and play percussion instruments across the curriculum, both as independent activities and adult led opportunities such as: Christmas songs, creepy-crawly Calypso song using instruments to accompany, music from different countries; matching music to movement by moving like different farm animals					

What does each lesson cover and how does it link together over time? NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):

M1: 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

M2: 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

M3: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Theme	TOYS		HOUSES AND HOMES		TRAVEL THE WORLD	
KS1 (Yr 1)	<p>Ourselves: Exploring sound Exploring pitch of vocal sound; <i>Playing at the Park</i> and other songs) Choreograph action song & body percussion song</p> <p>Number: Beat <i>'The Nutcracker Ballet Suite'</i> and other pieces Play a steady beat and explore dynamics on percussion instruments. Match changes in tempo.</p>	<p>Ourselves: Exploring sound Exploring pitch of vocal sound; <i>Playing at the Park</i> and other songs) Choreograph action song & body percussion song</p> <p>Number: Beat <i>'The Nutcracker Ballet Suite'</i> and other pieces Play a steady beat and explore dynamics on percussion instruments. Match changes in tempo.</p>	<p>Our school: Exploring sound Listen to '<i>classroom sounds</i>' and others. Explore materials/sounds of percussion instruments. Film the N,S,E & W of the school. Create a soundscape.</p> <p>Pattern: Beat Listen to '<i>Creature beat</i>' and others'. Find different ways of marking a strong beat using technology</p>	<p>Machines: Beat Listen to '<i>Amazing machine beat</i>' and others.. mark beat & repeat chant. Use instruments & perform beats at different speeds. Play a beat to a speed by a speedometer.</p> <p>Seasons: Pitch Listen to '<i>Warm up and cool down chant</i>' & explore dynamics & pitch through body movements. sing with vocal effects practice chant. Listen to '<i>The cuckoo</i>' from <i>The carnival of the animals</i>.</p>	<p>Storytime: Exploring sound Listen to '<i>The dance of the sugar plum fairy</i>' & match it to picture. Listen to '<i>The three little pigs rap</i>' & perform sections of rap with rhythmic vocal sound effects & untuned percussion.</p> <p>Our bodies: Beat Listen to '<i>Do as I'm doing</i>' and others Add instruments/vocals & perform. Identify recurring rhythm pattern' & create verses to make new rhythm patterns.</p>	<p>Travel: Performance Listen to '<i>Shoes a-go-go</i>' and others & chant/step to the beat. Sing a cumulative action song with improvised actions. Perform rhythm patterns on untuned instruments with chant.</p> <p>Water: Pitch Listen to '<i>Row your boat and others</i>' & learn to play descending melody using chime bars & perform using vocals focusing on pitch.</p>
KS1 (Y2)	<p>Ourselves: Exploring sound Explore vocal sounds. Listen to '<i>John Kanaka and the ghosties</i>' and others & add body percussion and instruments.. Perform call/response song expressing mood with voice.</p> <p>Toys: Beat Listen to '<i>Scooter girl</i> and others' & learn song with faster/slower sections. Perform changes in tempo to match.</p>	<p>Weather: Pitch Listen to '<i>Waiting for the bus</i> and others' & perform chant rhythmically & with actions. Perform vocal & instrumental ostinati also using body percussion. Listen to '<i>Vivaldi's Winter - The Four Seasons</i>' & think how the music depicts the weather.</p> <p>Pattern: Beat Listen to '<i>Spider song</i>' and others & count 4-beat pattern. Listen to '<i>insect leg dance</i>' & perform a song with 2 diff beat patterns.</p>	<p>Seasons: Pitch Listen to '<i>Round the seasons</i>' & learn to sing with makaton signs for the seasons. Sing an ostinato. Transfer vocal ostinato onto body percussion & instruments.</p> <p>Number: Beat Listen to '<i>Schiarazula marazula</i>' and others. Identify beat/rhythm pattern in dance music. & compose an ostinato for percussion using instruments.</p>	<p>Our land: Sounds Listen to '<i>Loch Ness Myth</i> and others' Explore instrumental sounds to accompany knights/heroes myths. Rehearse vocal sounds/chants & instrumental sounds & record/make a map of myths slide show.</p> <p>Animals: Pitch Listen to '<i>The lion sleeps tonight</i>' & perform actions Create pitch lines to represent variation. Perform with pitch line compositions.</p>	<p>Water: Pitch Perform percussion listening to '<i>Frog score</i>' and others. Learn to play musical effects on chime bars to describe water. Explore musical ideas using tuned/untuned percussion instruments.</p> <p>Storytime: Exploring sounds Identify 2 percussion instruments played at the same time by their sound. Listen to '<i>The Nutcracker</i>' & consider how music reflects the actions. Perform music depicting the nutcracker storyboard.</p>	<p>Travel: Performance Listen to '<i>Simama Kaa</i> and others'. Layer 4 repeating patterns to create own beat using instruments. Improvise descriptive music following a picture score & perform.</p> <p>Our bodies - Beat Listen to '<i>The Wagon passes</i>' & recognise/ respond to ostinato using body percussion. Use instruments to combine 3 steady beats on instruments..</p>
Theme	ROTTEN ROMANS		AMAZING ANGLO-SAXONS		INCREDIBLE INDIA	
KS2 (Yr 3 & 4)	<p>Environment: Composition Listen to '<i>My place</i> and others' & sing in 2 voice parts & perform. Learn ostinato accompaniment using tuned percussion. Compose a soundscape to depict local environment using voices/body percussion/instruments.</p> <p>Building: Beat Listen to '<i>Building site</i>' and others. Compose new rhythms & decide on musical structure. Create class performance incl. a song & composition.</p>	<p>Ancient Worlds (Greek) Structure Listen to '<i>Ancient lyre strings</i>' Learn about melodic echoes. Combine 3 songs in a round with Ostinato & perform.</p> <p>Food & drink: Performance Listen to '<i>Banana Mango</i>' & play rhythm chant using body percussion. Listen to '<i>Shortnin' Bread</i>' Accompany using drone/ostinato parts using instruments.</p>	<p>China: Pitch Listen to '<i>Singing pentatonic melodies</i>' & sing using pentatonic scale. Play then compose pentatonic melodies on tuned percussion & perform.</p> <p>Time: Beat Listen to '<i>Many metres</i>' and others & identify strong beat. and metre. Improvise melodies. Listen to '<i>Split time</i>'. Perform rhythm notations in groups on instruments/chanting.</p>	<p>Sounds: Exploring Listen to '<i>Classifying instruments</i>' Perform musical convo on diff. lengths of tubes focusing on pitch. Listen to '<i>Dis long time, gal</i>' & identify call & response & sing.</p> <p>Poetry: Performance Listen to '<i>Playground song</i>' & learn poems. Say word patterns to perform as interludes. Create structured performance of poem with musical interludes & layered finale.</p>	<p>In the past: Pitch Listen to '<i>O Beata Infantia</i>' and others Learn drone accompaniment using tuned percussion instruments. Compose & notate a melody using 3 pitches notes. Play the tambour rhythm pattern.</p> <p>Communication: Composition Listen to '<i>Game App Themes 1-3</i>' and others & match audio themes to game app images. Compose & play computer game sound effects on percussion instruments.</p>	<p>Human body: Structure Sing call & response song & create a skeleton dance & perform. Explore & play skeleton instruments in a call and response structure. Listen to '<i>Muscles</i>' & learn song & add clapping patterns.</p> <p>Singing French: Pitch Listen to '<i>Bonjour, mes amis</i>' & perform class arrangement of song Explore pitch shapes in melody & notate new sequence.</p>

How does all this build on their learning from the Early Years?

Foundation Stage Profile	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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		Being Imaginative and Expressive	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Me	Fabulous Festivals	Dinosaurs	Traditional Tales	Transport	Pirates/ Under the Sea
EYFS	Children are encouraged to sing, dance and play percussion instruments across the curriculum, both as independent activities and adult led opportunities such as: Christmas songs, exploring dinosaur music and movement in PE, transport songs, matching music to movement by moving like different sea creatures.					
<u>What does each lesson cover and how does it link together over time? NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):</u> M1: 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 M2: 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 M3: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.						
Theme	FAMOUS PEOPLE AND PEOPLE WHO HELP US		LONDON		EXPLORE THE WORLD	
KS1 (Yr 1)	Ourselves: Exploring sound Explore vocal sounds. Listen to ‘ <i>John Kanaka and the ghosties</i> ’ and others & add body percussion and instruments.. Perform call/response song expressing mood with voice. Number: Beat Show steady beat from ‘ <i>The Nutcracker Ballet Suite</i> ’and others Accompany with percussion and create class performance.	Machines: Beat Listen to ‘ <i>Copenhagen steam railway galop</i> ’and others Play instruments together getting faster/slower. Play a beat to a speed by a speedometer. Seasons: Pitch Listen to ‘ <i>Cuckoo call</i> ’ & ‘ <i>Cuckoo in the tree</i> ’ & sing the song/identify pitch. Mark steady beat with body percussion & practice chant. Listen to ‘The cuckoo’ from <i>The carnival of the animals</i> & compare instrumental version.	Our school: Exploring sound Listen to ‘ <i>classroom sounds</i> ’ and others. Explore materials/sounds of percussion instruments. Film the N,S,E & W of the school. Create a soundscape. Pattern: Beat Listen to ‘ <i>Creature beat</i> ’ and others. Find different ways of marking a strong beat using technology	Animals: Pitch Move like animals listening to ‘ <i>Noises in the night</i> ’ & others. perform a chant using high/low pitched voices. Compare pitch of different animal sounds using voices. Weather: Pitch Listen to ‘ <i>Mr Wind</i> ’ & others perform action song. Make wind sounds using voice & body percussion. Explore instrumental sounds for thunder, wind & rain.	Storytime: Exploring sound Listen to ‘ <i>The dance of the sugar plum fairy</i> ’ & match it to picture. Listen to ‘ <i>The three little pigs rap</i> ’ & perform sections of rap with rhythmic vocal sound effects & untuned percussion. Our bodies: Beat Listen to ‘ <i>Do as I’m doing</i> ’ and others Add instruments/vocals & perform. Identify recurring rhythm pattern’ & create verses to make new rhythm patterns.	Travel: Performance Listen to ‘ <i>Shoes a-go-go</i> ’ and others & chant/step to the beat. Sing a cumulative action song with improvised actions. Perform rhythm patterns on untuned instruments with chant. Water: Pitch Listen to ‘ <i>Row your boat and others</i> ’ & learn to play descending melody using chime bars & perform using vocals focusing on pitch.
	Ourselves: Exploring Explore vocal sounds. Listen to ‘ <i>If you’re feeling blue</i> ’ and others. Add body percussion/vocal sounds/instruments to respond to song. Perform. Match sounds to mood. Toys: Beat Listen to ‘ <i>Scooter girl</i> and others’ & learn song with faster/slower sections. Perform changes in tempo to match	Number: Beat Listen to ‘ <i>Schiarazula marazula</i> ’ and others. Identify beat/rhythm pattern in dance music. & compose an ostinato for percussion using instruments. Seasons: Pitch Listen to ‘ <i>Round the seasons</i> ’ & learn to sing with makaton signs for the seasons. Sing an ostinato. Transfer vocal ostinato onto body percussion & instruments.	Water: Pitch Perform percussion listening to ‘ <i>Frog score</i> ’ and others. Learn to play musical effects on chime bars to describe water. Explore musical ideas using tuned/untuned percussion instruments. Pattern: Beat Listen to ‘ <i>Spider song</i> ’ and others & count 4-beat pattern. Listen to ‘ <i>insect leg dance</i> ’ & perform a song with 2 diff beat patterns.	Animals: Pitch Listen to ‘ <i>The lion sleeps tonight</i> ’ & perform actions Create pitch lines to represent variation. Perform with pitch line compositions. Storytime: Exploring sounds Identify 2 percussion instruments played at the same time by their sound. Listen to ‘ <i>The Nutcracker</i> ’ & consider how music reflects the actions. Perform music depicting the nutcracker storyboard	Travel: Performance Listen to ‘ <i>Simama Kaa</i> and others’.Layer 4 repeating patterns to create own beat using instruments. Improvise descriptive music following a picture score & perform. Weather: Pitch Listen to ‘ <i>Waiting for the bus</i> and others’ & perform chant rhythmically & with actions. Perform vocal & instrumental ostinati also using body percussion. Listen to ‘ <i>Vivaldi’s Winter - The Four Seasons</i> ’ & think how the music depicts the weather.	Our land: Sounds Listen to ‘ <i>Loch Ness Myth</i> and others’ Explore instrumental sounds to accompany knights/heroes myths. Rehearse vocal sounds/chants & instrumental sounds & record/make a map of myths slide show. Our bodies - Beat Listen to ‘ <i>The Wagon passes</i> ’ & recognise/ respond to ostinato using body percussion. Use instruments to combine 3 steady beats on instruments.
Theme	TOMB RAIDERS		DISAPPEARING RAINFORESTS		WE’LL MEET AGAIN (WW2)	
KS2 (Yr 3 & 4)	Ancient Worlds (Egyptian) Structure Recognise features of a layered structure. Rehearse a complete performance of <i>Amazing Procession</i> with chorus singing groups and instruments. Singing Spanish Pitch Learn to sing traditional Spanish songs. Create accompaniments. Perform <i>Chocolate, molinillo</i> with	Poetry Performance Listen to “ <i>From a railway carriage</i> ” and others. Combine the poem and ostinati in a performance. Perform arrangement of percussion and voices & evaluate Environment Composition Listen to “ <i>Vivaldi’s Four Seasons</i> ” and others. Select different timbres. Compose and introduction to a song inspired by listening extracts.	Sounds Exploring Learn songs which include beatbox sounds Listen to <i>When the Saints</i> and others and identify well known instruments. Sing a 3-part round Recycling Structure Accompany a movie using paper sounds and performance art. Use junk instruments (<i>add to Jazz Junk</i>) and compose a rondo.	Building Beat Create a layered rhythm piece. Identify the structure of “ <i>Departure</i> ” from “ <i>Winter Bonfire</i> ”. Improvise melodies on a rondo performance. Around the World Pitch Listen to pentatonic melodies in <i>Swing Low, Sweet Chariot</i> and others. Follow the pitch shape of a melody with audio and notation. Play	Communication Composition Identify musical features. Create lyrics for rapped verses. Learn and perform a chordal accompaniment for <i>Why, how, what</i> Time Beat Listen to <i>Canterbury Bells</i> . Identify the metre Use notation and play chime sections. Listen to syncopation. Perform a new suite of music for	In the past Notation Perform rhythmic and melodic ostinati. Learn a Renaissance dance melody with rhythm accompaniment. Perform a simplified version of <i>Wagner’s Bridal March</i> . Food and Drink Performances Compose and perform new rhythms in rondo structure. Learn

	maracas and tuned instruments.			tuned percussions.	Cinderella	instrumental accompaniments to add to a song performance "Cooking pot band"
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What do they go on to learn about in Year 5 and 6?

African Drumming: Key Features of African Drumming; Master Drummer; Polyphonic Rhythms; Improvisation; Base rhythm; Call and response

The Orchestra: To know how an orchestra is set up around the conductor; Understand why it is set like this; Know the instruments that play in the orchestra; Understand and be able to identify the different groups of instruments; . Know key features of the instruments; Appreciate Classical music

Story Telling: Creating their own story about and alien; Emotions; Structure of the piece; Keyboard skills

How does it all link with the National Curriculum?

Key Stage 1: Subject content

Pupils should be taught to:

- 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.

Key Stage 2: Subject content

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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.