



Loxwood Primary School Music



Intent:

What will our musicians, composers, sound producers and sound technicians be able to do when they leave us?

Our Children will...

- Have a wide and diverse knowledge of musicians and genres that they are confidently able to appreciate, listen and respond to, supporting the continuation of their love and inspiration of music and performance.
- Experience playing and exploring a wide range of percussion and tuned instruments that they are able to use to compose their own musical content, having the knowledge to support making a competent comment on their arrangement.
- Develop their understanding of global music by listening to a diverse range of cultures and styles.
- Sing, perform and participate in annual musical performances.
- Have the freedom to express themselves through all aspects of music; singing, playing, composing and improvising.

In Music, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

Implementation:

We have a coherent and sequenced Music curriculum, building upon knowledge and skills year on year using the West Sussex County recognised Scheme “Charanga”. Our termly music topics cover a range of themes that are either topic based and related to other curriculum areas. However, many others are focused around exploring our world, friendships, communities, diversity and difference.

Teachers are responsible for planning which is supported by Charanga these are then used cohesively without curriculum plans, for the teaching and learning that takes place to ensure sound progression throughout the years. Planning and teaching in this way allows us to create a musically purposeful learning environment which provides a range of tuned and untuned instruments enabling all children to learn. Clear progression such as this throughout the years allows children to talk about what has been taught in the previous year group and where the children need to get to by the end of the year. Teachers draw on opportunities within our local community, such as local musicians, to enhance what is taught and to make meaningful connections. We value the importance of sharing what a skilled musician would look like when they become more established. In every music lesson we teach key vocabulary and represent the steps in learning. Where needed we make adaptations to planning and resources to enable all children to learn successfully, this can include the use of specific and expert music lessons provided by Oak Academy.

In Year 4, we are supported by West Sussex Music Service “A Term to Learn”, to ensure the children are skilfully taught a tuned instrument by an established and highly skilled specialist.

Impact:

We assess children as part of our ongoing teaching and learning in Music. Class teachers assess the progress of children within and across lessons using the National Curriculum Programme of Study Objectives for each Key Stage to make judgements. Evidence of this is collected using photos, videos and sound bites as well as pupil voice. This enables teachers to effectively judge

whether children are on track to reach age related expectations (ARE's) and adapt their planning and provision accordingly to ensure all children make progress. Most assessments are based on ongoing summative judgements following lessons. This is recorded using our Music Assessment document per class at the end of the year.

We regularly meet as Locality Music Co-ordinators often additionally supported by West Sussex Music Service.

Music Whole School Topic Overview

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
EYFS	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures
Year 1 and 2 Charanga English Model Music Curriculum	Year 1 Introducing Beat Adding Rhythm and Pitch Year 2 Exploring Simple Patterns Focus on Dynamics and Tempo		Year 1 Introducing Tempo and Dynamics Combining Pulse Rhythm and Pitch Year 2 Exploring Feelings Through Music Inventing a Musical Story		Year 1 Having Fun with Improvisation Explore Sound and Create a Story. Year 2 Music that Makes You Dance Exploring Improvisation		Year 1 Introducing Beat Adding Rhythm and Pitch Year 2 Exploring Simple Patterns Focus on Dynamics and Tempo		Year 1 Introducing Tempo and Dynamics Combining Pulse Rhythm and Pitch Year 2 Exploring Feelings Through Music Inventing a Musical Story		Year 1 Having Fun with Improvisation Explore Sound and Create a Story. Year 2 Music that Makes You Dance Exploring Improvisation	
Year 3 & 4	Charanga English Model Music Curriculum Recorders (Y3) Glockenspiels (Y4) 'Term to Learn' learn a musical instrument. (Y4)		Charanga English Model Music Curriculum Singing- Mama Mia		Pulse and Metre 1 (Y3) Oak Academy Pulse and Metre 2 (Y4) Oak Academy		Charanga English Model Music Curriculum Recorders (Y3) Glockenspiels (Y4) 'Term to Learn' learn a musical instrument. (Y4)		Charanga English Model Music Curriculum Singing- Dancing in the street		Rhythm 1 (Y3) Oak Academy Rhythm 2 (Y4) Oak Academy	
Year 5 & 6	Charanga English Model Music Curriculum Getting Started with Music Tech		Charanga English Model Music Curriculum Exploring Key and Time Signatures		Charanga English Model Music Curriculum Words, Meaning and Expression		Charanga English Model Music Curriculum Developing Melodic Phrases		Charanga English Model Music Curriculum Gaining Confidence through Performance		Charanga English Model Music Curriculum Using Chords and Structure	

Progression in Music:

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Singing	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design <u>Being imaginative and expressive:</u> -Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <ul style="list-style-type: none"> • Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> <p>-Begins to build a collection of songs and dances</p> <ul style="list-style-type: none"> • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to <p>Children will:</p> <ul style="list-style-type: none"> • Sing simple songs, and rhymes from memory • Sing collectively • Children will take part in the school Christmas performance, joining in and singing as part of a group. <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response. Expressive Arts and Design ELG: <u>Creating with Materials</u></p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Year 1</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. <p>Year 2</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • 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 and (b) visual symbols (e.g. crescendo, decrescendo, and pause). <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response.</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform as a choir in school assemblies.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Continue to sing three- and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <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. 			
<p>Listening</p>	<p>Communication and Language (CL) The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.</p> <p>Communication and Language <u>Listening and attention:</u></p> <ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Children will:</p> <ul style="list-style-type: none"> • Be able to demonstrate listening behaviour • Begin to talk about and give opinions about songs <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p>Communication and Language Statutory ELG: <u>Listening, Attention and Understanding</u> Children at the expected level of development will:</p>	<p>To listen with concentration and understanding to a range of high-quality live and recorded Music.</p> <p>Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response.</p>	<p>Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>

	<p>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p>			
<p>Composing - Improvisation</p>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design <u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to <p>Children will</p> <ul style="list-style-type: none"> • Create musical sounds in response to stimuli. • Choose to play instruments or sound-makers. <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p>Expressive Arts and Design ELG: <u>Creating with Materials</u> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Year 1 Improvise simple vocal chants, using question and answer phrases.</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend their improvisation skills through working in small groups.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>

	<p>- Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <p>- 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.</p>			
<p>Composing - Compose</p>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design <u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to <p>Children will</p> <ul style="list-style-type: none"> • Create musical sounds in response to stimuli. • Choose to play instruments or sound-makers. <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p>Expressive Arts and Design ELG: <u>Creating with Materials</u></p>	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Year 2 Create music in response to a non-musical stimulus.</p> <ul style="list-style-type: none"> • Work with a partner to improvise simple question and answer phrases, to be sung and played on unturned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords.</p> <p>Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>CPlan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>

	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design ELG: <u>Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <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. 			
<p>Performing – instrumental performance</p>	<p>Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design <u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, 	<p>Play tuned and untuned instruments musically.</p> <p>Year 1 (Pulse and Beat)</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <p>Year 1 (Rhythm)</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. <p>Year 1 (Pitch)</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. <p>Year 2 (Pulse and Beat)</p>	<p>Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C’/do–do range.</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>

	<p>e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></p> <p>Children will</p> <ul style="list-style-type: none"> • Clap a steady beat with others • Be able to copy a rhythm led by the teacher. • Listen to sounds in the local school environment and begin to compare them <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p>Expressive Arts and Design ELG: <u>Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design ELG: <u>Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <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. 	<ul style="list-style-type: none"> • 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. • 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. <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response.</p>		<p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>
<p>Performing – reading notation</p>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in</p>	<p>Year 1 (Musicianship Pitch)</p> <ul style="list-style-type: none"> • Follow pictures and symbols to guide singing and playing. <p>Year 2 (Musicianship Rhythm)</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	<p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols</p>

<p>interpreting and appreciating what they hear, respond to and observe.</p> <p>Expressive Arts and Design <u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> <p>Children will:</p> <ul style="list-style-type: none"> • Follow pictures and symbols to guide singing and playing. • <p>Pulse, rhythm, pitch, tempo, beat, percussion, call and response.</p> <p>Expressive Arts and Design ELG: <u>Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design ELG: <u>Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <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; 	<ul style="list-style-type: none"> • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Year 2 (Musicianship Pitch)</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion. <p>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, beat, percussion, ensemble harmony, improvise, compose, melody, call and response.</p>	<p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>for known rhythms and note durations.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
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	-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
Key	EYFS Framework Early Learning Goal Non Statutory Birth to 5 matters document Vocabulary	National Curriculum Objectives Children can: Vocabulary		