Curriculum Intent

Music

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| **Intent – to enthuse and support children to continue to learn an instrument or use their voice.**Children at Seagrave access musical activities from an early age. Parents have supported and requested extended musical tuition. We offer this through peripatetic private lessons and weekly rockband lessons (clarinet, saxophone, guitar, keyboard, drums and vocal) as well as specialist teaching to teach the children in LKS2 an instrument (recorder) every week throughout the year. EYFS children receive specialist music and movement lessons during the autumn and spring term. The children also have weekly singing lessons from a vocal specialist. |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** | **30-50 months**Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.**40-60 months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. | To use their voices expressively and creatively by singing songs and speaking chants and rhymesTo play tuned and untuned instruments musically  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansTo play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo develop an understanding of the history of music |
| **Implementation (first stage)****CYCLE A** | Jo Jingles – action songsSinging RhythmNursery Rhymes | Rhymes and rhythm Singing | Learning the recorder-rhythm- music scores- playing togetherSinging | SpaceHolst – planets music appreciationSinging |
| **Implementation (first stage)****CYCLE b** | Singing Sound stories | Singing RecordersP4C music stimulus, music appreciation. | Tudors musicJestersGreen sleeves |
| **Autumn 2** | **30-50 months**Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.**40-60 months**Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. | To experiment with, create, select and combine sounds using the inter-related dimensions of music.To use their voices expressively and creatively by singing songs and speaking chants and rhymes | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo listen with attention to detail and recall sounds with increasing aural memory  |
| **Implementation (first stage)****CYCLE A** | Jo Jingles – xylophonesSingingNursery rhymesRhythm sticks | SingingPerformances  | Learning the recorder-rhythm- music scores- playing togetherSinging | SpaceHolst – planets music appreciationEdward Elgar - RemembranceSinging |
| **Implementation (first stage)****CYCLE b** | Tempo/volumeChristmas performance  | SingingRecorder | Singing Using instruments Music appreciation – WWII, Nimrod |
| **Spring 1** | **Early Learning Goal** Children sing songs, make music and dance, and experiment with ways of changing them | To listen with concentration and understanding to a range of high-quality live and recorded musicTo use their voices expressively and creatively by singing songs and speaking chants and rhymes | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo develop an understanding of the history of music |
| **Implementation (first stage)****CYCLE A** | Jo Jingles – creating a band, exploring instruments and soundsPercussionSinging | Fairytales – listen to and responding to a range of live and recorded music  | Learning the recorder-rhythm- music scores- playing togetherSinging | Music development through the agesSinging |
| **Implementation (first stage)****CYCLE b** | SingingUsing our voices to make different soundsAppreciating a range of music linked to traditional tales. | SingingRecorder | Singing |
| **Spring 2** | **Early Learning Goal** Children sing songs, make music and dance, and experiment with ways of changing them | To use their voices expressively and creatively by singing songs and speaking chants and rhymesTo play tuned and untuned instruments musically To experiment with, create, select and combine sounds using the inter-related dimensions of music. | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansTo develop an understanding of the history of music |
| **Implementation (first stage)****CYCLE A** | Jo Jingles – beginning to follow a musical score Leicestershire music – bubblesSinging | Playing a range of tuned and un-tuned instruments – tempo focusSinging | Learning the recorder-rhythm- music scores- playing togetherSinging | Different traditionsGreat composers and musiciansSinging |
| **Implementation (first stage)****CYCLE b** | Experiment with instruments to combine sounds to support story telling – tempo and dynamics to reflect mood. | SingingRecorder | SingingExplore traditional Russian Folk music with voices and instruments. |
| **Summer 1** | **Early Learning Goal** Children sing songs, make music and dance, and experiment with ways of changing them | To use their voices expressively and creatively by singing songs and speaking chants and rhymesTo listen with concentration and understanding to a range of high-quality live and recorded music | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansTo develop an understanding of the history of music |
| **Implementation (first stage)****CYCLE A** | Leicestershire music – safariPercussionSinging | Create sound linking dimensionsCreate a musical scoreSinging | Learning the recorder-rhythm- music scores- playing together- performanceSingingScience links – how sound is createdDT links – creating an un-tuned instrument | Music appreciationDifferent traditional musicSinging |
| **Implementation (first stage)****CYCLE b** | SingingUsing our voices and instruments to create recorded music (ICT link) | SingingRecorder | SingingExploring traditional music and replicating with tuned and untuned instruments |
| **Summer 2** | **Early Learning Goal** Children sing songs, make music and dance, and experiment with ways of changing them | To use their voices expressively and creatively by singing songs and speaking chants and rhymesTo listen with concentration and understanding to a range of high-quality live and recorded music | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo use and understand staff and other musical notations  | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionTo listen with attention to detail and recall sounds with increasing aural memory  |
| **Implementation (first stage)****CYCLE A** | Leicestershire music – its okSingingComposer – emotional response | Singing Using our voices and instruments to create recorded music (ICT link) | Learning the recorder-rhythm- music scores- playing together-performanceSinging | PerformanceUse of voice to performSinging  |
| **Implementation (first stage)****CYCLE b** | SingingUsing instruments to create a musical score | SingingRecorder | SingingPerformanceUse of voice to perform |
| **IMPACT**Children’s enthusiasm and motivation to sing is evident through participate in extra-curricular activities such as ‘Young Voices’, carol concerts, village gala events and school performances.2018-19 – year 6 leavers – the children learning an instrument or working with rocksteady have all continued their musical journey at secondary school.Music medals and grading |