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 rhymes  To 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 expression  To 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 musicians  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  To develop an understanding of the history of music |
| **Implementation (first stage)**  **CYCLE A** | Jo Jingles – action songs  Singing  Rhythm  Nursery Rhymes | Rhymes and rhythm  Singing | Learning the recorder  -rhythm  - music scores  - playing together  Singing | Space  Holst – planets music appreciation  Singing |
| **Implementation (first stage)**  **CYCLE b** | Singing  Sound stories | Singing  Recorders  P4C music stimulus, music appreciation. | Tudors music  Jesters  Green 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 expression  To 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 expression  To listen with attention to detail and recall sounds with increasing aural memory |
| **Implementation (first stage)**  **CYCLE A** | Jo Jingles – xylophones  Singing  Nursery rhymes  Rhythm sticks | Singing  Performances | Learning the recorder  -rhythm  - music scores  - playing together  Singing | Space  Holst – planets music appreciation  Edward Elgar - Remembrance  Singing |
| **Implementation (first stage)**  **CYCLE b** | Tempo/volume  Christmas performance | Singing  Recorder | 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 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 expression  To 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 expression  To develop an understanding of the history of music |
| **Implementation (first stage)**  **CYCLE A** | Jo Jingles – creating a band, exploring instruments and sounds  Percussion  Singing | Fairytales – listen to and responding to a range of live and recorded music | Learning the recorder  -rhythm  - music scores  - playing together  Singing | Music development through the ages  Singing |
| **Implementation (first stage)**  **CYCLE b** | Singing  Using our voices to make different sounds  Appreciating a range of music linked to traditional tales. | Singing  Recorder | 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 rhymes  To 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 expression  To 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 expression  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To develop an understanding of the history of music |
| **Implementation (first stage)**  **CYCLE A** | Jo Jingles – beginning to follow a musical score  Leicestershire music – bubbles  Singing | Playing a range of tuned and un-tuned instruments – tempo focus  Singing | Learning the recorder  -rhythm  - music scores  - playing together  Singing | Different traditions  Great composers and musicians  Singing |
| **Implementation (first stage)**  **CYCLE b** | Experiment with instruments to combine sounds to support story telling – tempo and dynamics to reflect mood. | Singing  Recorder | Singing  Explore 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 rhymes  To 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 expression  To 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 expression  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To develop an understanding of the history of music |
| **Implementation (first stage)**  **CYCLE A** | Leicestershire music – safari  Percussion  Singing | Create sound linking dimensions  Create a musical score  Singing | Learning the recorder  -rhythm  - music scores  - playing together  - performance  Singing  Science links – how sound is created  DT links – creating an un-tuned instrument | Music appreciation  Different traditional music  Singing |
| **Implementation (first stage)**  **CYCLE b** | Singing  Using our voices and instruments to create recorded music (ICT link) | Singing  Recorder | Singing  Exploring 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 rhymes  To 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 expression  To 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 expression  To listen with attention to detail and recall sounds with increasing aural memory |
| **Implementation (first stage)**  **CYCLE A** | Leicestershire music – its ok  Singing  Composer – emotional response | Singing  Using our voices and instruments to create recorded music (ICT link) | Learning the recorder  -rhythm  - music scores  - playing together  -performance  Singing | Performance  Use of voice to perform  Singing |
| **Implementation (first stage)**  **CYCLE b** | Singing  Using instruments to create a musical score | Singing  Recorder | Singing  Performance  Use 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 | | | | |