

Banks Lane Infant & Nursery

Music Curriculum



Intention

The arts helps us to explore our own feelings and imagination through different media and to develop creativity. They help us to develop cultural awareness and to value originality and respect for the expressions of others as well as recognising excellence in others' work.

Collaboration | Effort | Excellence | Respect **And that we can make a difference**

Progression from EYFS to KS1

End points: ***By the end of EYFS***, children will be able to: 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. ***By the end of KS1***: 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. 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. 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.

Music Experiences & Opportunities (Cultural Capital)

Ukulele lessons and performances - Banks Lane's Got Talent - Singing Club/Choir - Termly performances to parents and pupils - Sing Up Day - Singing Assemblies - Christmas Concert - End of Year Performances - Sparkyard resource – Care home visit performances – Carol Singing

Knowledge in Music

The content of our Music Curriculum fulfils the requirements of the National Curriculum for Music and comprises both 'substantive' and 'disciplinary' knowledge.

Substantive knowledge Substantive knowledge in Music refers to the **inter-related dimensions of music** (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure). They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters. Children use their voices, play and perform, listen and appreciate which all enable children to master understanding the interrelated dimensions of music.

Disciplinary knowledge this is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music. This can be categorised into 5 Disciplinary concepts that are systematically developed in our Music curriculum:

- **Singing and Voices**- Expression through songs, rhymes and chants, building confidence, and collaborating with others.
- **Controlling Instruments** – Playing instruments in different ways and create sound effects and handle and play instruments with control.
- **Improvising and composing – Choosing instruments and** contributing to the creation of a class composition.
- **Controlling pulse and rhythm** – Identifying pulse in a range of musical genres and beginning to internalise and create rhythmic patterns.
- **Performance skills** - Perform together and follow instructions that combine the musical elements.
- **Listening, memory and movement** - Recall and remember short songs and respond physically when performing, composing and appraising music.
- **Evaluating and appraising** - Listen to famous composers and different musical genres and be able to say what they like and dislike as well as how it makes them feel.
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- **Significant People** - Acknowledge some of the significant composers and musicians through a variety of different musical genres.

Fingertip knowledge Pupils demonstrate their declarative or 'fingertip' knowledge through question-and-answer sections of a lesson involving listening and appraising different styles of music. We provide pupils with the explicit musical vocabulary teaching and give them opportunities to verbalise their opinions, and to communicate ideas and their instinctive observations on pieces of music set in front of them. Fingertip knowledge must be taught and pupils must retain it in order to solidify their grounding on substantive and disciplinary knowledge.

Fingertip Knowledge

Interrelated Dimensions of Music

BLIS Big Ideas

- Singing and Voices
- Play and Perform
- Listen and Appreciate
- Significant People

Substantive Concepts

Disciplinary Knowledge

EYFS

Think like a Musician!

- Singing
- Controlling Instruments
- Improvising and Composing
- Listening, memory and movement
- Controlling pulse and rhythm
 - Composition
 - Performance skills
- Evaluating and appraising

= Developing creative and original pieces and performances

KS1

Think like a Musician!

- Singing
- Controlling Instruments
- Improvising and Composing
- Listening, memory and movement
- Controlling pulse and rhythm
 - Composition
 - Performance skills
- Evaluating and appraising

= Developing creative and original pieces and performances

KS2

Think like a Musician!

- Singing
- Controlling Instruments
- Improvising and Composing
- Listening, memory and movement
- Controlling pulse and rhythm
 - Composition
 - Performance skills
- Evaluating and appraising

= Developing creative and original pieces and performances

EY Overview of Progression

Educational Programme-EYFS Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery Development Matters

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tune sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up)
- of familiar songs.
- Create their own songs or improvise a song around one they now.
- Play instruments with increasing control to express their feelings and ideas.

Reception Development Matters

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

- 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.

	Nursery	Reception	Year 1	Year 2
Autumn	<p>How marvellous am I? / Why do leaves turn crispy?</p> <p>Music Express lessons Focus – Beat (Special People) Focus – Pitch (Going Places)</p>	<p>Adventure Awaits! / It's Not Just a Toy!</p> <p>Music Express lessons Focus - Timbre (Our Senses) Focus – Beat (Special People)</p>	<p>The Land Before Time / Into the Woods</p> <p>Music Express lessons OURSELVES Musical focus: Exploring sounds NUMBER Musical focus: Beat ANIMALS Musical focus: Pitch WEATHER Musical focus: Exploring sounds</p>	<p>London's Burning! / What the Dickens?</p> <p>Music Express lessons OURSELVES Musical focus: exploring sounds TOYS Musical focus: Beat OUR LAND Musical focus: exploring sounds OUR BODIES Musical focus: Beat</p>
Spring	<p>Where does the snow go? / How does that building stay</p> <p>Music Express lessons Focus – Dynamics (Growth and Change) Focus – Texture (Working World)</p>	<p>...To the Rescue! / I Can Sing a Rainbow</p> <p>Music Express lessons Focus – Dynamics (Growth and Change) Focus – Pitch (Going Places)</p>	<p>Once Upon a Time / Marvellous Monarchs</p> <p>Music Express lessons MACHINES Musical focus: Beat SEASONS Musical focus: Pitch OUR SCHOOL Musical focus: Exploring sounds PATTERN Musical focus: Beat</p>	<p>Where the Dragons Dance / Into the Wild</p> <p>Music Express lessons ANIMALS Musical focus: Pitch NUMBER Musical focus: Beat STORYTIME Musical focus: exploring sounds SEASONS Musical focus: Pitch</p>

<p>Summer</p>	<p>How does your garden grow? / Where does the sun go at night?</p> <p>Singing (GHW)</p> <p>Music Express lessons</p> <p>Focus – Structure (Moving Patterns)</p> <p>Focus – Timbre /Structure (Our senses and stories and sounds)</p>	<p>Shiver Me Timbers! / 3, 2, 1, Blast Off!</p> <p>Music Express lessons</p> <p>Focus – Structure (Stories and Sounds)</p> <p>Focus – Structure (Moving Patterns)</p> <p>Focus – Texture (Working World)</p>	<p>There's No Place Like Home / What a Wonderful World!</p> <p>Music Express lessons</p> <p>TRAVEL Musical focus: Performance</p> <p>WATER Musical focus: Pitch</p> <p>STORYTIME Musical focus: Exploring sounds</p> <p>OUR BODIES Musical focus: Beat</p>	<p>Into the Wild / It's a Bugs Life!</p> <p>Music Express lessons</p> <p>WEATHER Musical focus: exploring sounds</p> <p>PATTERN Musical focus: Beat</p> <p>WATER Musical focus: Pitch</p> <p>TRAVEL Musical focus: Performance</p>
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Big Ideas (Key Concepts)

Big Ideas (concepts) that underpin all musical skills	EYFS	KS1	KS2 (what we are preparing our children for)
<p>Singing and Voices</p>	<ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with a backing track. • To know that songs have sections. 	<ul style="list-style-type: none"> • Chant and sing in two parts while playing a steady beat • Sing with expression, paying attention to the pitch shape of the melody • Understand pitch through singing, movement, and note names • Prepare and improve a performance using movement, voice and percussion. 	<ul style="list-style-type: none"> • Sing in two-part harmony • Copy and create a wide range of vocal sounds to incorporate into a song. • Sing in two parts (two different melodies) with movements and percussion. • Perform a round in three parts.
<p>Play and Perform</p>	<ul style="list-style-type: none"> • Perform any nursery rhymes or songs adding a simple instrumental part. 	<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments. • Play pitch lines on tuned percussion • Accompany a song with vocal, body percussion and instrumenta ostinato. • Use instruments expressively in response to visual stimuli. 	<ul style="list-style-type: none"> • Accompany a song with a melodic ostinato on tuned percussion. • Perform a pentatonic song with tuned and untuned accompaniment. • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. • Perform rhythmic ostinati individually and in combination. • Understand and use pitch notations. • Read simple rhythm notation. • Create and perform from a symbol score. • Read graphic notation to play a melody on tuned instruments

<p>Listen and Appreciate</p>	<ul style="list-style-type: none"> • To know some nursery rhymes off by heart. • To enjoy moving to music by dancing. 	<ul style="list-style-type: none"> • Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion. 	<ul style="list-style-type: none"> • Listen to and learn about Hindustani classical music <ul style="list-style-type: none"> • Learn how sounds are produced and how instruments are classified. • Listen to and learn about traditional Chinese music. • Listen to and learn about a Romantic piece of music. • Listen to and learn about a medieval antiphon. • Listen to, learn about, play and dance to Tudor dance music
<p>Significant people</p>	<ul style="list-style-type: none"> • To have listened to some significant composers. 	<ul style="list-style-type: none"> • To have listened to some significant composers and appraise the music as well as pick out some of the features. • To remember some of these composers 	<ul style="list-style-type: none"> • To name some significant composers and the features of some of their music. • To know some musical periods such as

Disciplinary Knowledge:

	EYFS	KS1	KS2
Singing	<ul style="list-style-type: none"> To find their singing voice. Sing a simple melody. Sing with high, low and middle voices. 	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, Dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'
Controlling Instruments	<ul style="list-style-type: none"> Understand that instruments differing create sounds. Play instruments that they want to play. Be aware that 	<ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments based on internalised sounds.

Improvising and Composing	<ul style="list-style-type: none"> • Make their own tunes with a tuned or untuned instrument. 	<ul style="list-style-type: none"> • Contribute to the creation of a class composition. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Create an accompaniment to a known song
Listening, memory and movement	<ul style="list-style-type: none"> • Remember short sounds. • Respond physically when performing and appraising music. 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending
Controlling pulse and rhythm	<ul style="list-style-type: none"> • Moving parts of their body to the pulse in different pieces of music e.g. tapping their hands or stamping their feet. • Be able to create basic rhythmic patterns. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato)
Performance skills	<ul style="list-style-type: none"> • Perform with their peers using some tuned or untuned instruments of their choice. 	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource.

			<ul style="list-style-type: none"> • Perform with awareness of different parts
Evaluating and appraising	<ul style="list-style-type: none"> • Listen to famous composers and different musical genres and be able to say what they like and dislike as well as how it makes them feel. 	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and others' work. • Listen to famous composers and different musical genres and be able to say what they like and dislike as well as how it makes them feel. • Become aware of different instrument families and what they look and sound like. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions. • Listen to famous composers and different musical genres and be able to say what they like and dislike as well as how it makes them feel. • Be familiar with different instrument families and what they look and sound like. To know what instruments may lend themselves to a particular musical period.

Year 1											
Composing		Improvising/exploring									
Name											
	I can invent and perform new rhythms to a steady beat										
	I can create play and combine simple word rhythms.										
	I can create a picture in sound										
	I can combine voices and movement to perform a chant and a song.										
	I can use voices to create descriptive sounds.										
	I can identify and keep a steady beat using instruments.										
	I can control dynamics duration and timbre with instruments										
	I can play percussion instruments at different speeds and control change in tempo and dynamics.										
	can explore sounds on instruments and find different ways to vary their sound.										
	I can play fast, slow, loud and quiet sounds on percussion instruments.										

Children working below ARE	Children exceeding ARE

Year 2		Composing						Improvising/exploring						
Name	I can compose music to illustrate a story							I can explore timbre and texture to understand how sounds can						
	I can perform and create simple three- and four-beat rhythms							I can combine sounds to create a musical effect in response to						
								I can explore voices to create descriptive musical effects						
								I can explore different ways to organise music						

Children working below ARE	Children exceeding ARE