

# WILLIAM LILLEY INFANT AND NURSERY SCHOOL



## NATIONAL CURRICULUM

INTENT, IMPLEMENTATION, PROGRESSION AND ASSESSMENT

**MUSIC**

## INTENT

**Our children to develop a love and curiosity for music. They have opportunities to listen, perform, sing, compose, and appraise music.**

**This encourages our children to have a natural curiosity for music, appreciate different styles/genres of music from a range of cultures and appreciate how music is created. As a result of this they will play instruments confidently, understand the language of music and develop their own voice as an instrument. Therefore expressing themselves through music and respecting the role music may have in a person's life.**

## IMPLEMENTATION

<p>The teaching of music is progressive and uses the Charanga music scheme to teach performance, composing and appraising</p>	<p>Children learn to sing and appreciate music through regular singing assemblies</p>	<p>Music is used as a driver when learning about celebrations and different cultures</p>	<p>Children are exposed to a range of genre of music through a composer of the week, which plays daily in the hall space</p>	<p>The physiological and educational benefits of singing is recognised through singing and musical accompaniments in class eg, What's in the box, morning routine, tidying</p>
<p>Children are taught to perform to others, through Christmas concerts, leavers concerts and termly EYFS presentations</p>	<p>Music display in hall celebrates different genres of music and musical accomplishments</p>	<p>Rhythms form an integral part of the phonics program eg. Phase 1 phonics</p>	<p>Children have the opportunity to access a rock band and perform to parents at the Rock Steady club</p>	<p>Children are encouraged to explore music during play and work together to perform in the Music shed, pots and pans in EYFS and music area on the playground</p>
<p>Music is used as a support to aid relaxation; within the sensory room and within class activities such as peer massage</p>	<p>The children have a school song which unites them as a community - Proud song</p>	<p>Musical accompaniments to topics/themes</p>	<p>Music and art are linked, supporting in mindfulness – paint the emotion</p>	

## LONG TERM OVERVIEW – MUSIC CHARANGA SCHEME

### LESSON PLAN TITLES

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	Singing nursery rhymes/counting songs Exploring instruments	Singing nursery rhymes/counting songs Exploring instruments	Learning songs connected to topics  Explore sounds	Learning songs connected to topics  Explore sounds	Singing, performing, creating dances, playing instruments	Singing, performing, creating dances, playing instruments
RECEPTION	Me!	My Stories	Everyone!	Our World	Big Bear Funk Reflect	Rewind & Replay
YEAR 1	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
YEAR 2	Hands, Feet, Heart	Heart Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay

## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – EYFS

NURSERY (3 and 4 year olds)	Knowledge	Skills	Vocabulary
Listening Respond & analyse	<ul style="list-style-type: none"> <li>To know ten nursery rhymes.</li> <li>To know that you can listen attentively, move to and talk about music, expressing their feelings and responses</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can they say if they like or dislike a piece of music?</li> <li>Can they identify and distinguish environmental sounds?</li> <li>Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li> <li>Can they begin to express how music makes them feel?</li> <li>Can they identify reasons why they like some music more than others?</li> </ul>	Song, music, fast, slow, loud, quiet, high, low, nursery rhyme, singing
Explore & Create	<ul style="list-style-type: none"> <li>Know that you can create own songs or improvise a song around one they know</li> <li>Know that instruments can be played with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a range of sounds with their voice?</li> <li>Can they make a range of sounds with instruments?</li> <li>Can they begin to sequence sounds to create a rhythm or beat?</li> <li>Can they repeat (short rhythmic and melodic) patterns?</li> </ul>	
Singing Share & perform	<ul style="list-style-type: none"> <li>Know the words to an entire song</li> <li>Know to sing the same pitch of a tone sung by another person ('pitch match').</li> <li>Know the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use their voice to speak/sing/chant?</li> <li>Can they join in with singing?</li> <li>Can they clap short rhythmic patterns?</li> <li>Can they experiment with creating sounds with different instruments?</li> <li>Can they perform a rhythm?</li> </ul>	

TERMLY OVERVIEW F1	Knowledge	Skills	Vocabulary
<b>Autumn</b>	<ul style="list-style-type: none"> <li>To know ten nursery rhymes.</li> <li>Know that instruments can be played with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify and distinguish environmental sounds?</li> <li>Can they make a range of sounds with their voice?</li> <li>Can they make a range of sounds with instruments?</li> <li>Can they say if they like or dislike a piece of music?</li> </ul>	Song, music, nursery rhyme, singing
<b>Spring</b>	<ul style="list-style-type: none"> <li>Know the words to an entire song</li> <li>Know that instruments can be played with increasing control to express their feelings and ideas</li> <li>To know that you can listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>Can they clap short rhythmic patterns?</li> <li>Can they experiment with creating sounds with different instruments?</li> <li>Can they use their voice to speak/sing/chant?</li> <li>Can they join in with singing?</li> <li>Can they begin to sequence sounds to create a rhythm or beat?</li> </ul>	fast, slow, loud, quiet,
<b>Summer</b>	<ul style="list-style-type: none"> <li>Know to sing the same pitch of a tone sung by another person ('pitch match').</li> <li>Know the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Can they perform a rhythm?</li> <li>Can they repeat (short rhythmic and melodic) patterns?</li> <li>Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li> <li>Can they begin to express how music makes them feel?</li> <li>Can they identify reasons why they like some music more than others?</li> </ul>	high, low,

RECEPTION – USING CHARANGA SCHEME	Knowledge	Skills	Vocabulary
Listening Respond & analyse	<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express feeling to music touch your feelings.</li> <li>To move to music by dancing, marching, being animals or Pop stars</li> </ul>	chant, fast,
Explore & Create	<ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify pulse, rhythm and pitch.</li> <li>To find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>To copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>To explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>To invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>To add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns</li> </ul>	follow, high, instrument, low, loud, quiet, repeat, rhythm, sing, song, sounds, pulse, rhythm, pitch
Singing	<ul style="list-style-type: none"> <li>To know how to sing or rap nursery rhymes</li> <li>To know simple songs from memory.</li> <li>To know Songs have sections.</li> </ul>	<ul style="list-style-type: none"> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> </ul>	
Share & perform	<ul style="list-style-type: none"> <li>To know performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about</li> </ul>	

## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – KS1

<b>Year 1 and Year 2 National Curriculum objectives</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
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## SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – KS1 – CHARANGA SCHEME

	Knowledge		Skills		Vocabulary
	Year 1	Year 2	Year 1	Year 2	
<b>Listening Respond &amp; analyse</b>	<ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• To know how to add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To show how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To find the pulse.</li> <li>• To be able to the rhythm and clap back.</li> <li>• To be able to create rhythms for others to copy</li> <li>• To be able to listen and sing back.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To show how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To show how songs can tell a story or describe an idea.</li> <li>• To be able to find the pulse.</li> <li>• To be able to back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>• To be able to create rhythms for others to copy.</li> <li>• To be able to listen and sing back.</li> </ul>	pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform, rap, singers, keyboard, percussion, trumpets, saxophones, blues, baroque, Latin, Irish Folk, Funk, groove, audience, imagination, keyboard, electric guitars, question and answer,
<b>Explore &amp; Create</b>	<ul style="list-style-type: none"> <li>• To know five songs from memory and sing them in unison.</li> <li>• To know the names of the notes in their instrumental part from memory or when written down.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to sing notes of different pitches (high and low).</li> <li>• To be able to make different types of sounds with their voices – you can rap or say words in rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• To be able to find a comfortable singing position.</li> </ul>	audience, imagination, keyboard, electric guitars, question and answer,



	<ul style="list-style-type: none"> <li>• To know the names of the instruments they are playing.</li> <li>• To know improvisation is about making up your own tunes on the spot.</li> <li>• To know composing is like writing a story with music.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To know songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> <li>• To know the names of the notes in their instrumental part from memory or when written down.</li> <li>• To know the names of untuned percussion instruments played in class.</li> <li>• To know improvisation is making up your own tunes on the spot.</li> <li>• To know you can improvise, and you can use one or two notes.</li> <li>• To know how to compose.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to start and stop singing when following a leader.</li> <li>• To treat instruments carefully and with respect.</li> <li>• To play a tuned instrumental part with the song they perform.</li> <li>• To be able to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</li> <li>• To create a simple melody using one, two or three notes.</li> <li>• To write down the notes of the composition</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to start and stop singing when following a leader.</li> <li>• To name the notes in their instrumental part from memory or when written down.</li> <li>• To name untuned percussion instruments played in class.</li> <li>• To take it in turns to improvise using one or two notes.</li> <li>• To create three simple melodies with the Units using one, three or five different notes.</li> <li>• To be able to write down composition and change if necessary.</li> </ul>	<p>dynamics, tempo</p>
Singing Share & perform	<ul style="list-style-type: none"> <li>• To know a performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To know a performance is sharing music with an audience.</li> <li>• To know a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• To know an audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to choose a song they have learnt and perform it.</li> <li>• To be able to add their ideas to the performance.</li> <li>• To record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to choose a song they have learnt and perform it.</li> <li>• To be able to add their ideas to the performance.</li> <li>• To record the performance and say how they were feeling about it.</li> </ul>	

## END OF KS1 ASSESSMENT STATEMENT

CHILDREN WILL EITHER HAVE 'MET' OR 'NOT MET' THE FOLLOWING STANDARD AT THE END OF EACH YEAR.

	Assessment statement
Year 1	<p>By the end of year 1 the children will be able to their voices expressively and creatively; through rhymes, song and chants, play untuned instruments musically, experiment with, create, select and combine sounds, play tuned instruments, experiment with, create, select and combine sounds, play untuned instruments musically and can experiment with, create, select and combine sounds. This is delivered a progressive skilled scheme of work (charanga) as well as further musical opportunities which occur in daily class life. This encourages our children to have a natural curiosity for music, appreciate different styles/genres of music from a range of cultures and appreciate how music is created.</p> <p>Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum.</p>
Year 2 (End of KS1)	<p>By the end of year 2 the children will be able to use their voices expressively and creatively; through rhymes, song and chants, play untuned and tuned instruments musically, listen with concentration and understanding to a range of live and recorded music, experiment with, create, select and combine sounds and play tuned instruments. This is delivered a progressive skilled scheme of work (charanga) as well as further musical opportunities which occur in daily class life. This encourages our children to have a natural curiosity for music, appreciate different styles/genres of music from a range of cultures and appreciate how music is created.</p> <p>Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum.</p>