

Cavendish Close Infant and Nursery School

Music Curriculum Overview

Nursery Music Education

Department for Education Educational Programme Development Matters (Non-Statutory) Nursery Year		Our School Music Curriculum	
		What?	When?
Singing	<ul style="list-style-type: none"> → I can remember and sing entire songs. → I can sing the pitch of a tone sung by another person ('pitch match'). → I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. → I can create my own songs, or improvise a song around one I know. 	<p>When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <p>Daily songs: 'How do you do' welcome song Hello...How are You Today? What's the Weather? I've Got a Body a Very Busy Body Row, Row, Row Your Boat</p> <p>Colours of the World CD Action Rhymes CD</p> <p>Sing slowly, so that children clearly hear the words and the melody of the song. Wind the Bobbin Up-changing dynamics and tempo</p> <p>Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.</p> <p>Clap or tap to the pulse of songs or music, and encourage children to do this.</p>	<p>Ongoing – enjoy singing a range of familiar nursery rhymes and songs regularly to develop control in their singing voices. Adults sing first with children copying to match the pitch. eg 'Rain Rain go Away</p> <p>Join in with rhymes and songs on BBC School Radio Nursery Rhymes and Songs - BBC Teach</p> <p>Summer 1 - What's In a Rainbow? Autumn 1 and 2</p> <p>Ongoing – practise keeping a steady beat using 'Beat Baby' resources. Children to tap out the pulse and recite chants.</p>
Listening	<ul style="list-style-type: none"> → I can listen with increased attention to sounds. 	<p>Play sound-matching games (begin to introduce percussion instruments) Linked to Phonics Curriculum Aspect 1 - Environmental sounds Aspect 2 - Instrumental sounds Aspect 3 - Body percussion</p>	<p>Ongoing – explore 'Listening Skills' activities on BBC School radio (EYFS) Listening skills - BBC Teach</p>

		Strand 1,2,3 Body percussion PowerPoint - Twinkl	Adults to play hidden percussion instruments – Can the children identify which instrument is playing? Ongoing - daily Word Wise sessions
Musicianship (Performing)	<p>→ I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>→ I can play instruments with increasing control to express my feelings and ideas.</p>	<p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Brian Crane – Pianist http://www.brianrain.com/ St David's Day – Harp music St Patrick's Day – Irish dance music, fast tempo St George's Day – Listening to brass band music. Labelling brass instruments St Andrew's Day – Exploring bagpipes and listening to bagpipe music Chinese New Year – Typical music from China Chinese New Year Music PowerPoint – Twinkl Chinese New Year Songs and Rhymes Pack – Twinkl</p> <p>Offer children a wide range of different instruments, from a range of cultures. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p> <p>Linked to Phonics Curriculum Musical Instruments PowerPoint-Twinkl 'I am the Music Man' story book Aspect 2 - Instrumental sounds. Listening to and copying sound sequences</p>	<p>Spring 2 – 'What's Inside?'</p> <p>Ongoing – explore a small selection of un-tuned percussion instruments (claves, bells, shakers, chime bars, drum) to create their own music.</p> <p>Ongoing - daily Word Wise sessions</p>
	<p>Music core texts – Focus – to learn about and explore music through high quality picture book texts</p>	<p><i>Slow Snail by Mary Murphy</i> Use to introduce and support understanding of the concept of slow tempo (speed)</p> <p><i>Mortimer by Robert Munsch</i> Use to introduce and support understanding of the concept of pitch – high and low as Mortimer goes up and down the stairs.</p>	

Reception Music Education

Development Matters (Non-Statutory) Reception Year Early Learning Goals (Statutory) End of Reception		What?	When?
Singing	<p>→ I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>→ I can sing a range of well-known nursery rhymes and songs.</p>	<p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<p>Autumn 1 – learn the song ‘Hello, how are you?’ Adults to sing first with children copying (as a class and on their own) correctly matching the pitch. <i>See Music curriculum resources on Teachers.</i></p> <p>Summer 1 – learn the song ‘Summertime’ on BBC Teach. Explore activities on the website Summertime song, lyrics and lesson plan downloads. - BBC Teach</p> <p>Spring 1 – sing a range of traditional tale based songs from ‘The Three Singing Pigs’ book.</p> <p>Ongoing – enjoy singing a range of familiar nursery rhymes and songs regularly to embed children’s skills in pitch matching and following a melody.</p>
Listening	<p>→ I can listen attentively, move to and talk about music, expressing my feeling and responses.</p>	<p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain eg make links to national days for UK countries.</p> <p>Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops.</p>	<p>Autumn 1 - Listen to ‘No place like home’ by Kerry Andrew Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach Click the above link to download EYFS six week plan.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Listen to a new piece of music and describe what they hear • Listen to the environment around them, and find new sounds • Practise start and stop • Conduct the class in starting and stopping • Make their own ‘Home’ sound piece • Think of new words for songs • Link their topic or book to this piece of music • Help write a story with sound effects </div>


			<p>Spring term - Richard Arter music workshops – instruments from around the world.</p>
<p>Musicianship (Performing)</p>	<p>→ I can watch and talk about musical performances expressing feelings and responses.</p> <p>→ I can explore and engage in music making, performing solo or in groups.</p> <p>→ I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Offer opportunities for children to go to a live musical performances, such as a pantomime, play, or music performance.</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world eg make links to religious festivals - Diwali, Holi and national Saint days for England, Ireland, Scotland and Wales.</p>	<p>Autumn 2 – pantomime performance</p> <p>Spring 1 – Pete Ward Bagpipes workshop.</p> <p>Spring term - Richard Arter music workshops – instruments from around the world.</p> <p>Ongoing – practise keeping a steady beat using ‘Beat Baby’ resources. Children to tap out the beat and recite chants.</p> <p>Ongoing – listen to BBC School Radio (EYFS) to explore moving to songs, stories and music linked to topics. Playtime - BBC Teach</p> <p>Summer 2 – Adults to tap out the rhythms of farm related words for children to copy eg pig, chick-en, donk-ey, horse. Extend to clapping the rhythm of words to ‘Old McDonald had a farm’ song.</p> <p>Summer 1 – use a small selection of untuned percussion instruments (claves, bells, shakers, chime bars, drum) to create their own music linked to the seaside eg shakers – sea, claves – making a sandcastle, chime bars – ice cream van etc</p>

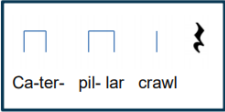
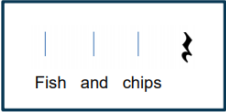
		Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.	Ongoing – listen to music linked to religious festivals and national Saint days.
	Music core texts – Focus – to learn about and explore music through high quality picture book texts.	<i>The Listening Walk</i> by Paul Showers Use to introduce active listening, it focuses on hearing sounds in the local environment. <i>The Foggy, Foggy Forest</i> by Nick Sharratt Use to introduce the idea of a repeated refrain.	

Year 1 Music Education

Department for Education Statutory Guidance		Our School Music Curriculum	
		What?	When?
Singing	→ I can use my voice expressively and creatively by singing songs.	<p>Sing simple songs from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Topic songs website links: Primary School Songs: Animals - BBC Teach Primary School Songs: Space, the Planets and Apollo 11 - BBC Teach Pirates - BBC Teach</p> <p>Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs</p> <p>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Ongoing – topic songs (see links) Spring 1 – The King is in the Castle (Sing up planning unit) Listen: and identify a simple song structure and rhyme pattern. Play: contrasting accompaniments to reinforce the verse structure. Sing: change voices to suit different characters while performing appropriate actions. Compose: explore timbre, dynamics, and pitch to tell a story.</p> <p>Autumn 1 – learn simple songs - eg ‘Hello, how are you’. <i>See Music curriculum resources on Teachers.</i></p> <p>Spring 2 – ‘Pretty Trees all around the world – to sing a response accurately. Focus on controlling pitch by matching what they hear. pretty trees around the world - Bing</p> <p>Ongoing - Explore singing familiar songs in different pitches and discuss. Use vocabulary posters to help demonstrate.</p>

	<p>→ I can use my voice expressively and creatively by speaking chants and rhymes.</p>	<p>Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? <p>Voices Foundation: Hello, How are You?</p> <ul style="list-style-type: none"> • Bounce High, Bounce Low • Trad. Ghana: Kye Kye Kule <p>Website links:</p> <p>Boom Chicka Boom Fun Dance Song for Kids Brain Breaks Jack Hartmann - Bing video</p> <p>Kye Kye Kule Lyric Video - Bing video</p>	<p>Sing songs using hands to signal simple directions (eg hand up – stop, toach ear – loud, finger on lips – quiet etc)</p> <p>Song links:</p> <p>Hello, How are You? <i>_See Music curriculum resources on Teachers.</i></p>																										
<p>Listening</p>	<p>→ I can listen with concentration and understanding to a range of high-quality live music.</p>	<p>Experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Autumn 2 – pantomime performance Spring term - Richard Arter music workshops – steel drums Spring 1 – Pete Ward Bagpipes workshop</p> <p>Enjoy discussing the performances they listen to.</p>																										
	<p>→ I can listen with concentration and understanding to a range of high-quality recorded music.</p>	<p>Listen to recorded performances: eg</p> <p>Western Classical Tradition and Film</p> <table border="1" data-bbox="920 895 1464 959"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Rondo alla Turca¹</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1" data-bbox="920 1007 1464 1070"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1" data-bbox="920 1118 1464 1166"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> </tbody> </table>	Title	Composer	Period	Rondo alla Turca ¹	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	Style	Title	Artist(s)	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	<p>Summer 1 - Listen to Mars from ‘The Planets’ by Holst</p> <p>Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach</p> <p>Click the above link to download KS1 six week plan.</p> <p>Learning outcomes:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Listen to a new piece of music</p> <p>Explore spikey and smooth in the context of music</p> <p>Learn a new song and sing it in different styles</p> <p>Play simple patterns on the drum, and repeat simple patterns back</p> <p>Write new lyrics to a familiar tune about all the things you might find on your way to Mars!</p> <p>Make your own space map with lots of different sounds</p> <p>Play some classroom instruments</p> </div>
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<p>Composing</p>	<p>→ I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols, for example:</p> <p>eg</p>	<p>Autumn 2 – create sounds to represent things you would find in the polar regions – ice, snow, icebergs, polar bears, penguins etc.</p> <p>Create graphic notation to represent the sounds using symbols.</p>																										

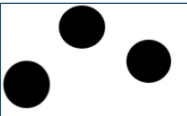
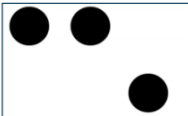
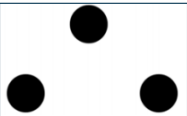
			
	<p>→ I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Explore percussion sounds to enhance storytelling, e.g.</p> <ul style="list-style-type: none"> • ascending xylophone notes to suggest Jack climbing the beanstalk, • quiet sounds created on a rainstick/shakers to depict a shower, • regular strong beats played on a drum to replicate menacing footsteps. 	<p>Summer 2 – create a sequence of sounds using a treasure island as a stimulus using percussion instruments – link to stories.</p> <p>Autumn 2 – create a pitch pattern using penguins on high and low icebergs. Create rhythmic patterns using polar animals names. Perform in pairs, taking turns. Discuss differences between rhythm and pitch patterns.</p> <p>Summer 1 – use the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create alien music.</p> <p>Summer 1 – use percussion instruments to add sound effects to ‘Welcome to Alien School’ story.</p>
<p>Musicianship (Performing)</p>	<p>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p>	<p>Autumn 1 / Spring 2 - Create patterns using topic vocabulary maintaining a steady beat – animal names, plant/tree names, planet names.</p> <p>Play tuned instruments – chime bars, pitched bells</p> <p>Play untuned instruments – shakers, claves.</p>
	<p>→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) to maintain a steady beat.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>Begin by copying teacher, ext – create own patterns</p> <p>Begin by using picture cards and/or names, ext – use symbols to denote patterns.</p>

		<p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Ca-ter- pil-lar crawl</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Fish and chips</p> </div> </div> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p>	<p>Summer 1 – link to ‘Mars by Holst’. KS2: Gustav Holst - ‘Mars’ from ‘The Planets’ - BBC Teach</p> <p>Spring 2 – use names of animals, plants/trees and planets to create and perform a word-pattern chant eg daff-o-dil, oak, pan-sy, for-get-me-not.</p> <p>Autumn 1 – go on a listening walk around school and outside. Listen for high and low sounds.</p>
	<p>→ I can respond musically to recorded/live music using the inter-related dimension of pulse/beat, rhythm and pitch.</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>Respond to the pulse in recorded/live music through movement and dance, e.g.</p> <ul style="list-style-type: none"> Stepping (e.g. Mattachins from Capriol Suite by Warlock) Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky) 	<p>Summer 1 – link to ‘Mars by Holst’. KS2: Gustav Holst - ‘Mars’ from ‘The Planets’ - BBC Teach</p> <p>Spring 1 – Listen and move to music from medieval / tudor times on BBC school radio website. Tudor music - BBC Teach Create simple dances – medieval afternoon.</p>
	<p>Music core texts – Focus – to learn about and explore music through high quality picture book texts.</p>	<p><i>*Tanka Tanka Skunk</i> by Steve Webb (a Derbyshire author) Use to teach the difference between beat and rhythm.</p> <p><i>*Bear and the Piano</i> by David Litchfield Use to introduce the idea of performing and what a musician does.</p>	

Year 2 Music Education

Department for Education Statutory Guidance	Our School Music Curriculum	
	What?	When?

<p>Singing</p>	<p>→ I can use my voice expressively and creatively by singing songs.</p> <p>→ I can use my voice expressively and creatively by speaking chants and rhymes.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>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, pause)</p> <p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> • Trad. Rain, Rain Go Away • Sing Up: Paintbox • Young Voiceworks: Ebenezer Sneezer Ebenezer Sneezer Lyrics & Accompaniment - Bing video <p><u>Topic songs website links:</u> The Great Fire of London - BBC Teach Primary School Songs: Dinosaurs - BBC Teach</p>	<p>Autumn term – Learn and sing ‘The people who help us’ song focusing on control. <i>See Music curriculum resources on Teachers.</i></p> <p>Ongoing - Explore singing familiar songs using different dynamics and tempos. Adults to use signals and/or visual symbols to direct eg hands move up or down for louder and quieter. Use vocabulary posters to support.</p> <p>Ongoing – topic songs (see website links)</p>
<p>Listening</p>	<p>→ I can listen with concentration and understanding to a range of high-quality live music.</p>	<p>Experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Autumn 2 – pantomime performance</p> <p>Autumn term - Richard Arter music workshops – Indian instruments.</p> <p>Spring 1 – Pete Ward Bagpipes workshop</p> <p>Spring 1 – AD to perform excerpt from ‘La Mourisque’ by Susato on flute / recorder.</p>
	<p>→ I can listen with concentration and understanding to a range of high-quality recorded music.</p>	<p>Listen to recorded performances: Y2 – titles in bold print.</p>	<p>Listen to ‘Bolero’ by ‘Ravel’. See performing link below. Bolero / Maurice Ravel / Vasily Petrenko / Oslo Philharmonic - Bing video</p> <p>Spring 2 - Listen to ‘The Lark Ascending’ by Vaughn Williams Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach</p>

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<p>Composing</p>	<p>→ I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</p>	<p>Summer 2 - Use a dinosaur picture or video clip as a stimulus for children to create their own music using body percussion and/or instruments.</p>																																										
	<p>→ I can create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch</p>	<p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Spring term – learn and sing ‘The tree is in the wood’ focusing on rhythms. <i>See Music curriculum resources on Teachers.</i></p> <p>Summer 1 – use the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create music.</p>																																										
<p>Musicianship (Performing)</p>	<p>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer?) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  </div> </div>	<p>Spring 1 – learn to recognise dot notation linked to pitch. Adult to play 3 notes on chime bars / pitched bells, children to identify the pattern played. Link to birds flying at different heights in the sky.</p>																																										

		<p>Learn to play and perform on a tuned instrument musically (eg recorder) following simple notation.</p>	<p>Learn to play the recorder using scheme. Perform at leavers concert / showcase events.</p>
	<p>→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.</p>	<p>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 3 The Elephant from Carnival of the Animals by Saint-Saëns Saint Saens: Carnival of the Animals~L'Elephant (The Elephant) - Bing video</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Simon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Tap or clap out the steady beat to a section of 'Bolero' by Ravel. Bolero / Maurice Ravel / Vasily Petrenko / Oslo Philharmonic - Bing video</p> <p>Practise grouping the beats into three – tap knees on first beat and clap second and third beat.</p> <p>Spring term / Summer 2 – use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.</p> <p>Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</p>
	<p>→ I can respond musically to recorded/live music using the inter-related dimensions of pulse/beat, rhythm and pitch.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</p>	<p>- Use vocabulary posters / mats to support teaching of tempo. Recognise fast and slow when listening to music. - listen and move in time with coordination to familiar music (link to PE) La Mourisque - Susato - Bing video</p>

		Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	-Listen to topic related music playing listening games using hands to indicate changes in pitch
	Music core texts – Focus – to learn about and explore music through high quality picture book texts.	<p><i>Zin! Zin! Zin! A violin</i> by Lloyd Moss Use to explore rhyme and introduce how combinations of instruments can play together from one to 20 leading to the concept of instruments in an orchestra.</p> <p><i>Max Found Two Sticks</i> by Brian Pinkney Use to introduce drumming patterns and to support social and emotional development of how music can speak rather than words.</p>	
		<p>Music Model curriculum – non-statutory in blue font</p> <p>Highlighted yellow – ‘respond’ based objective added to accommodate KS1 model music curriculum suggestions.</p> <p>Highlighted green – crossover/overlap between objectives.</p>	