



## **Our Music Curriculum**

### **Intent**

At West Earham Infant and Nursery School we aim to make music an enjoyable learning experience which can inspire and motivate children. Our music curriculum is in line with the EYFS statutory framework, Musical Development Matters and the National Curriculum and ensures that children have the opportunity to sing, listen, play, perform and evaluate. We want children to experience a wide range of musical genres including classical, modern, folk, jazz and world across a range of historical periods including the works of the great composers and musicians.

We aim to build up the confidence of all children as they move through the school allowing them to develop their musical skills.

We know that singing lies at the heart of good music teaching and our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs and nursery rhymes, children learn about the structure and organisation of music. In KS1 the children are also taught technical language such as volume, pitch, beat, rhythm.

We believe music is also a vehicle for personal expression, which can play an important part in children's personal and social development. Music is not only a creative and enjoyable activity with cross curricular links, but it also plays a vital role in helping children feel part of the community. Through taking part in a range of musical activities e.g. Christmas performances for families; class assemblies, leavers performances children have opportunities to present their learning. Children learn and explore tempo, pitch, beat and rhythm through regular access to instruments. We understand that giving children the opportunity to perform enables them to rehearse, sing, and play instruments to a wider audience allowing them to build their confidence in music.

We understand too that music plays an integral role in developing children's listening & attention skills which are crucial to their ability to access all areas of the curriculum.

### **Implementation**

- The Charanga scheme of work and Musical Development Matters in the Early Years is used to support the teaching of music at West Earham Infant and Nursery School. The school is also a member of the Norfolk Music Hub which enhances the teaching of music with specialist resources. Music is taught using these schemes and other online resources including: Music express; relevant Youtube music and videos and [network.youthmusic.org/musical-development-matters](http://network.youthmusic.org/musical-development-matters)
- Music is taught explicitly as well as cross curricular and in continuous provision. It is also embedded into classroom routines and weekly singing assemblies and productions for both Key Stage 1 and EYFS.
- Children in KS1 also have the opportunity to join the school choir which meets weekly.
- There is a range of musical after-school clubs on offer to KS1 children e.g. ukulele, drumming and musical theatre.

Our children will experience:	Nursery	Year 1	Year 2
<p>Assembly songs- Vivaldi The Four Seasons, Contemporary and traditional songs are taught.</p> <p>In nursery the following nursery rhymes/songs will be explicitly taught &amp; embedded into continuous provision; Wind the Bobbin Up, Incy Wincy Spider, Twinkle Twinkle Little Star, Baa Baa Black Sheep, 1, 2, 3, 4, 5, Hickory Dickory Dock, Humpty Dumpty (Conkers) I Hear Thunder, Wind the Bobbin Up, Incy Wincy Spider, Twinkle Twinkle Little Star, 5 Little Buns in a Bakers Shop, Wheels on the Bus, Row Row Your Boat, Baa Baa Black Sheep, (Seedlings) London's Burning, I'm a Little Teapot, Hey Diddle Diddle, 5 Little Ducks, (Saplings).</p> <p><b>Extra curricular activities</b> - children have the opportunity to attend musical clubs, for example, ukulele, drumming, Musicals club, choir,</p> <p><b>Cross-curricular opportunities:</b> Music gives children the opportunity to spot mathematical patterns and processes. Music contributes to our PSHE curriculum as it creates a feeling of</p>	<p>Learning themes:</p> <p>Inspired by the children's interests, our natural environment, the stories we are reading and relevant festivals/celebrations. eg; Diwali - The Festival of Light, Chinese New Year, Pancake Day, World Religion Day - music from different religions and cultures from around the World.</p> <p>Music linked with routines: hello song, days of the week song, months of the year, counting to 100, tricky word song, tidy up song etc Children sing nursery rhymes, counting rhymes and other traditional songs every day. Special family events like Nursery Rhyme Cafes mean children take home a nursery rhyme bag which includes characters they have made from 5 core nursery rhymes along with the lyrics.</p> <p>Music area in each classroom - with instruments to explore and opportunities to record music. Song sack in each classroom.</p> <p>Music area and stage in outdoor classroom for children to explore performing their own music.</p> <p>Writedance: movement to different types of music alongside strengthening children's FM/GM skills.</p> <p>Listen to different genres of music whilst using Doodle books during 'Tummy time'.</p> <p>Daily Yoga moving to calm music.</p> <p>Music linked with stories e.g. Goldilocks rap</p>	<p>Learning themes:</p> <p>A Trip Down Memory Lane - listening to music and noting how it has changed over the past 50 years. Owl Babies &amp; We're Going on a Bear Hunt - children will learn the verses of these stories off by heart and perform then in time and rhythm Christmas performance - learning and performing songs to an audience.</p>	<p>Learning themes:</p> <p>Great Fire of London - songs, Diwali - The Festival of Light. Christmas songs and Christmas performances. Learning the Ukulele. World Religion Day - music from different religions and cultures. Art and Music from around the World - African drumming and World Music. Transitions - Leavers' Assembly.</p>

<p>community in our school and wider community. Music is a social activity and helps to develop good relationships, teamwork and participation.</p> <p>Music contributes to our RE curriculum as children experience music from many cultures and countries when learning about festivals, celebrations and beliefs.</p> <p>Music is a form of expressive art so links to the art and design curriculum. Children can learn about how other artists have been inspired by music and can use music as an inspiration to create their own works of art.</p> <p><b>Visits/Visitors:</b> Trips to the Playhouse, Garage.</p>	<p>Christmas Nativity, including traditional Christmas songs, performed in each class to their family audience.</p>		
--	---	--	--

	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>

<h1 style="font-size: 2em; margin: 0;">Pro gre ssi on</h1>	<p><b>Vocalising and Singing –</b></p> <ul style="list-style-type: none"> <li>- creates his or her own songs, often with a real sense of structure, eg, a beginning and an end.</li> <li>- merges elements of familiar songs with improvised singing.</li> <li>- creates sounds in vocal sound games.</li> <li>- changes some or all of the words of a song.</li> <li>- has strong preferences for songs he or she likes to sing and/or listen to.</li> <li>- pitch matches ie reproduces with his or her voice the pitch of a tone sung by another.</li> <li>- able to sing the melodic shape (moving melody eg up and down, down and up) of familiar songs.</li> <li>- sings entire songs.</li> <li>- may enjoy performing, solo and or in groups.</li> <li>- internalises music, eg sings song inside his or her head.</li> </ul> <p><b>Hearing and Listening-</b></p> <ul style="list-style-type: none"> <li>- can identify and match an instrumental sound eg; hear a shaker and indicate that they understand it is a shaker.</li> <li>- many influences may encourage children to associate with music “types” of people and places, eg: stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”.</li> <li>- matches music to pictures/visual resources.</li> <li>- describes the sound of instruments eg: scratchy sound, soft sound.</li> </ul>	<p><b>Singing Songs with Control and using the Voice Expressively -</b>        Sing with an awareness of other performers. Sing a melody accurately at their own pitch.</p> <p><b>Listening, memory and movement-</b> Remember short songs and sounds and respond physically when performing music.</p>	<p><b>Singing Songs with Control and using the Voice Expressively -</b>        Sing with an awareness of other performers. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhyme. Recognise phrase length and know when to breathe.</p> <p><b>Listening, memory and movement-</b>        Respond to different sound sources, remember songs and patterns.</p>
--	---	---	---

- creates visual representations of sounds, instruments and pieces of music eg mark making to specific sounds or pieces of music.
- thinks abstractly about music and expresses this physically or verbally eg; “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”
- distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and became slow.” “This music has lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”
- associates genres of music with characters and stories.
- accurately anticipates changes in music, eg; when music is going to get faster, louder, slower.

**Exploring and Playing –**

- adds sound effects to stories using instruments.
- leads or is led by other children in their music making, ie; being a conductor.
- listens and responds to others in pair/group music making.
- plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).
- shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with the beater in the other.
- creates music based on a theme eg: creates the sounds of the seaside.
- finds and records sound using recording devices.

**Controlling pulse and rhythm-**

Accompany a chant, rhyme or song by clapping the rhythm. Identify the pulse and join in getting faster and slower together.

**Exploring sounds, melody and accompaniment-**

To make sounds using classroom instruments and to be able to name classroom instruments.

Recognise how different sounds give different meanings and associates genres of music with different characters and stories.

**Controlling pulse and rhythm-**

Accompany a chant, rhyme or song by clapping the rhythm. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Accompanying a chant or song by clapping the pulse.

**Exploring sounds, melody and accompaniment-**

Recognise how different sounds give different meanings. Create and choose sounds in response to a given stimulus.

	<ul style="list-style-type: none"> <li>- plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg; playing quietly with quiet parts within music, stopping when it stops.</li> <li>- keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>- taps rhythms to accompany words, eg tapping the syllables of names/object/animals/lyrics of a song.</li> <li>- creates rhythms using instruments and body percussion.</li> <li>- may play along to the beat of the song they are singing or music being listened to.</li> <li>- may play along with the rhythm in music, eg, may play along with the lyrics in songs they are singing or listening to.</li> </ul> <p><b>Moving and Dancing -</b></p> <ul style="list-style-type: none"> <li>- claps or taps to the pulse of the music he or she is listening to.</li> <li>- claps or taps to the pulse of the song he or she is singing to.</li> <li>- physically interprets the sound of instruments, eg; tiptoes to the sound of a xylophone.</li> <li>- physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</li> </ul>	<p><b>Control of Instruments-</b> Play untuned instruments with control. Play instruments in different ways.</p> <p>Creates a steady beat when playing an instrument.</p> <p><b>Composition-</b> to contribute to class contribution.</p> <p><b>Performance Skills -</b></p> <p>- Perform and be part of an audience. Follow musical instructions. Can sing whole songs or nursery rhymes.</p>	<p><b>Control of Instruments-</b> -Play untuned and tuned instruments with control. Play instruments in different ways. Create sound effects.</p> <p><b>Composition-</b> to understand how different sounds can give a message</p> <p><b>Performance Skills -</b></p> <p>-Perform together and be part of an audience. Follow musical instructions. Can sing whole songs or nursery rhymes. Recognises the need for performance and audiences.</p>
--	---	--	--

	<ul style="list-style-type: none"> <li>- moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</li> <li>- combines moving, singing and playing instruments eg marching, tapping a drum whilst singing.</li> <li>- moves in time to the pulse of the music being listened to and physically responds to changes in the music. eg jumps in response to loud/sudden changes in the music.</li> <li>- replicates familiar choreographed dances, eg imitates dance and movements associated with pop songs.</li> <li>- choreographs his or her own dances to familiar music, individually, in pairs/small groups.</li> </ul>			
<b>Key Vocabulary</b>	singing, song, rhyme, fast, slow, loud, quiet.	singing, song, rhyme, beat, loud, quiet, quick, slow, gentle, move, music, In the moment descriptive language: e.g. rustle; shuffle; shake; scratch; scrape; wriggle; shimmy; whistle; etc.	singing, performing, band, pitch, chorus, volume, beat, rhythm, pulse	chord, chorus, harmony, melody, lyrics, performing, band, pitch, phrase, pulse, beat, rhythm, tempo, verse.