

Music at Mundella

We aim to engage in and inspire a love of music through creative sessions in which all learners can achieve. We will explore the contributions of musicians and musical genres to encourage musicians of the future.

Year Group	Performing	Composing	Appraising	Vocabulary	Enrichment
EYFS Curriculum	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	Instrument Listen Music Fast	Music in the Round Christmas performance
Foundation Stage	<ul style="list-style-type: none"> Can they sing and chant as part of a group and on their own? Can they pitch match? Can they sing with and without accompaniment? 	<ul style="list-style-type: none"> Can they select musical instruments based on the appropriate sounds for the intended purpose? Can they recognise and explore how the sounds can be organised? Can they respond to music in a variety of ways? Can they demonstrate some awareness of beat and mood in pieces played and created? 	<ul style="list-style-type: none"> Can they hear differences in musical elements? Can they recognise obvious changes in sounds and take account of musical instruction? Can they say what they like about a piece of music that they have listened to or taken part in? 	Slow Loud Quiet Song Sound	Concertteenies
Continuous provision	Outdoor continuous provision - Musical instruments. Indoor after teaching sessions / periodically.				
End of EYFS musicians	<p><u>ELG: Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> 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. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 				

National Curriculum	KEY STAGE 1 Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 				
Year One	Performing	Composing	Appraising	Vocabulary	Enrichment (year group specific)
Theme/topic/diversity	<u>Autumn 1</u> Exploring the beat and pulse	<u>Spring 1</u> Rhythm patterns	<u>Summer 1</u> Music around the world		
	<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? • Can they make loud and quiet sounds? • Do they know the chorus keeps repeated? 	<ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify different changes in sounds? • Can they change the sound? • Can they repeat patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> • Can they respond to different moods of music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? • Can they tell the difference between a fast and slow? • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time? 	As previous year group and including: High Low Pattern (rhythm) Speak Sing Chant Sequence	School nativity Music in the Round Concerteenies

Year 2	Performing	Composing	Appraising	Vocabulary	Enrichment (year group specific)
Theme/topic/diversity	<u>Spring 1</u> Florence Nightingale Song	<u>Autumn 1</u> - What did the Great Fire of London sound like?	<u>Summer 2</u> - Exploring African Music		
	<ul style="list-style-type: none"> Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they perform simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases /rests are where we breathe in a song? 	<ul style="list-style-type: none"> Can they improve their own work? Can they listen out for dynamics when listening to music? Can they listen out for repetition when listening to music? Can they listen out for the beat / pulse when listening to music? Can they listen out for the pattern / rhythm when listening to music? Do they recognise sounds that move by steps and by leaps? 	<p>As previous year group and including:</p> <ul style="list-style-type: none"> Beat / pulse Tempo Dynamics Pitch Repeat Rest Rhythm (pattern) Sequence Tune / Melody 	<ul style="list-style-type: none"> School nativity African Drumming Workshop Concerteenies Music in the Round
End of KS1 Musicians	<p>Knowledge and Understanding: To recognise and explore how sounds can be made, changed and organised, applying the relevant musical elements.</p> <p>Do: Create patterns with voices and instruments Perform a Florence nightingale song with voices body percussion and untuned percussion instruments. Compose sounds to represent different emotions Compose sounds to represent the Great Fire of London</p>				

National Curriculum	<p>KEY STAGE 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 				
Year Three	Performing	Composing	Appraising	Vocabulary	Enrichment (year group specific)
Theme/topic/diversity	Circus	Melodic motif for a playground	Carnival of the animals / classical music		
	<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? • Can they work with a partner to create a piece of music using more than one instrument? 	<ul style="list-style-type: none"> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer? • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrast and variations? 	<p>As previous year group and including: Ostinato Duration Structure Perform Solo Tunefully</p>	<p>Care Home singing</p>

Year 4	Performing	Composing	Appraising	Vocabulary	Enrichment (year group specific)
Theme/topic/diversity	Storm music	Musical notation and experimenting with rhythm	Exploring music genres through the eras		
	<ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? • Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance? • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? • Can they identify how a change in timbre can change the effect of a piece of music? 	<p>As previous year group and including:</p> <p>Compose Texture Expression Improvise Musician Recall Timbre</p>	One Voice festival
End of Lower KS2 Musician	<p>Knowledge and understanding: To recognise and explore the way sound can be combined and used expressively applying the relevant musical elements.</p> <p>Do:</p> <p>Performing a circus themed song</p> <p>Performing a rhythmic piece using the correct time signatures and music notation</p> <p>Represent the sounds of a playground using a melodic motif</p> <p>To compose a piece of music to represent the sounds in a storm using some tuned instruments</p> <p>To begin to appraise music using all the elements of music</p>				

Year Five	Performing	Composing	Appraising	Vocabulary	Enrichment
Theme/topic/diversity	Brass throughout the year	Brass throughout the year	Appraising- Exploring South American music		
Denotes Objectives covered by Sheffield Music Hub	<ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they use pitches simultaneously to produce harmony by building simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song 	<ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music, which meets specific criteria? Can they use their notations to record groups of pitches (chords) Can they use a music diary to record aspects of the composition process? Can they use the most appropriate tempo for a piece of music? Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences? Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music? 	As previous year group and including: Chord Composer Ensemble Harmony Notation Notes Percussion Posture Projection	Brass Concert Proms in the playground Playing in Parade

Year Six	Performing	Composing	Appraising	Vocabulary	Enrichment
Theme/topic/diversity	To be decided	Digital composition	Protest songs / songs with a message		
	<ul style="list-style-type: none"> Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform using notations? Can they take the lead in a group performance (voice/instrumental/percussion)? Can they take on a solo part (can be small groups)? Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> Can they use a variety of different musical devices in their composition? (inc melody, rhythms and chords) Do they recognise that different forms of notation serve different purposes? Can they use different forms of notations? Can they combine groups of beats? Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> Can they refine and improve their work? Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they analyse features within different pieces of music? Can they compare and contrast the impact that different composers from different times will have had on the people of the time? Can they appraise the introductions, interludes and endings for songs and compositions they have created? 	<p>Accompaniments</p> <p>Audience</p> <p>Composition</p> <p>Expressively</p> <p>Variation</p> <p>Phrases</p> <p>Soundscape</p> <p>Theme</p> <p>Venue</p>	<p>End of Year performance</p>
End of upper KS2 musicians	<p>Knowledge and Understanding: To recognise and explore how musical ideas relate to each other within musical structures applying the relevant musical elements.</p> <p>Do:</p> <p>Perform and play a piece of music reading from a stave</p> <p>To compose a theme tune for a game/film using ChromeLab</p> <p>Perform a song containing a harmony</p> <p>To appraise music using all the elements of music</p>				

Other Enrichment

- Young Voices
- Signwriting Competition
- Rocksteady
- Individual Music Lessons
- Assemblies
- Care home singing
- Parade
- Sing Up Song
- Christmas Songs
- Topic singing - Spark yard
- Proms in the Playground