

# MUSIC



SHIRLEY INFANT SCHOOL



# 1. SUBJECT DESIGN

## Key Stages 1 and 2 Music National Curriculum

### Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Subject Content

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned 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.

## Our Aim

*Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. In the same way that we teach children literacy and numeracy to prepare them for adult life, we must also give them the musical tools they need for a lifetime of music-making and enjoyment. For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives.*

### **NATIONAL PLAN FOR MUSIC**

At Shirley Infant School we aim to deliver a high quality music education which engages and inspires pupils to develop a life-long love of music. We aim to foster creativity, originality, self-confidence and expressiveness.

**A Shirley Infant School Musician** will develop a life-long love of music through an engaging and inspiring curriculum. We know that music helps us feel different emotions and that making music together is an essential part of a rich curriculum. Our children develop an appreciation of music from a wide range of times, places and cultures. Children's imagination, creativity and self-confidence are developed through participation in a wide range of musical activities. The Shirley Schools recognize how music helps to foster the essential life skills of co-operation, mutual support, self-discipline and commitment. We know that music is vital for children to be able to express their thoughts and feelings as well as build their confidence and self esteem.

### **Pedagogy in our music curriculum**

Children develop an understanding of the 'elements' or 'Inter-Related Dimensions of Music' that all music is based on; rhythm, pitch, dynamics, texture, structure, timbre and tempo and this **declarative knowledge** is revisited systematically to ensure progression. Children also develop an understanding of how music can be notated through picture symbols and then in Year 2, through traditional Western notation.

The **procedural knowledge** of singing, listening and responding, playing, composing and improvisation are central to the curriculum:

The 'Golden Thread of Singing' is a central part of school life through weekly singing assemblies, a school choir, songs planned into the curriculum and rehearsals in the classroom for special events. Children in Year R sing songs in unison which are simple with clear repeating patterns and a limited vocal range. As the children move up through the school they sing more sophisticated songs with a wider range of pitches and with structures such as 'rounds' and songs with 'ostinatos'. Regular opportunities are given for performing to a variety of audiences.

There is a choir for children from Years 1 and 2 which rehearses every week and which performs for audiences throughout the year.

Our music curriculum helps children develop and express their own tastes in music and appreciate the tastes and attitudes of others. Children listen to a wide variety of music from different cultures and of different styles. Children in Year R have frequent opportunities to respond to music through movement. The school has its own 'listening library' which visits a different style of music each month. Within the curriculum children listen to and respond to a huge range of music through movement, dance, drawing and discussion. Children build up a musical vocabulary to describe music that they listen to as they go through the school.

There are many opportunities for children to use a range of tuned and untuned percussion instruments within the music curriculum. In Year R children use untuned percussion instruments to control starting and stopping sounds. As they master this control they

are able to use their knowledge of contrasts in dynamics and tempo to create contrasts in music. In Year 1 children use a developing understanding of the 'Inter-Related Dimensions of Music' to use instruments to improvise and compose simple pieces of music with given starting points such as 'Peter And The Wolf'. Children have whole-class instrumental lessons (recorders) in Year 2 in which they learn to read western notation. Children develop skills needed to improvise and compose their own musical creations with starting points such as The Great Fire of London and The Titanic. They use graphic notation to represent their creations.

## 2. CONCEPTS AND KEY SKILLS

Throughout the music curriculum at Shirley Infant School, we teach the children through the key procedural knowledge of:

- Singing
- Playing
- Improvising and Composing
- Listening and Responding

The children learn the declarative knowledge of the 'Inter-Related Dimensions of Music' which are;

- Pitch (how high or low a sound is)

- **Dynamics** (the volume of the sound)
  - **Tempo** (the speed of the music)
  - **Duration** (the length of the sound)  
*Pulse = Steady Beat   Rhythm = a pattern of long and short sounds*
  - **Structure** (how the music is organised)
  - **Timbre** (the characteristic of the sound)
  - **Texture** (layers of sound)
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- **Notation**

Although this is not one of the 'Inter-Related Dimensions of Music' children also learn the concept of 'notation' which is 'how musical ideas are written down'.

Our curriculum is designed in a cumulative nature, meaning that the **procedural knowledge** and the **declarative knowledge** are revisited on a regular basis. This enables children to make gradual learning steps, building confidence, understanding, and a wide musical vocabulary.

*"A high quality music education may have the following features:*

- *Curriculum content that might reasonably be mastered in the time available, remembering that sometimes, less is more.*
- *Plentiful opportunities for pupils to return to and consolidate their short term learning.*
- *Repetition of key curricular content with the gradual introduction of new ideas, methods and concepts."*

*OFSTED RESEARCH REVIEW SERIES; MUSIC . JULY 2021*

## Progression of **Declarative Knowledge** and **Procedural Knowledge**

Please refer to 'Overviews of Music Unit Content for Years R,1 and 2 in TSHARE/CURRICULUM/SUBJECTS/MUSIC/ PLANNING for more detailed information.

	<u>YEAR R</u>	<u>YEAR 1</u>	<u>YEAR 2</u>
<b>PITCH</b>	Understand that sounds can be high or low.	Recognise changes in pitch (high and low).	Identify changes in pitch. Play tuned instruments (Boomwhackers, chime bars and recorders)
VOCABULARY	Low, middle, high, pitch, getting higher, getting lower		
<b>DYNAMICS</b>	Understand that sounds can be loud and quiet.	Recognise changes in dynamics.	Identify changes in dynamics. Recognise and create gradual changes in dynamics.









VOCABULARY	Loud, quiet, crescendo, diminuendo		
<b>TEMPO</b>	Understand that sounds can be fast and slow.	Recognise and create changes in tempo.	Identify and create changes in tempo. Recognise gradual changes in tempo.
VOCABULARY	Fast, slow, getting faster, getting slower, tempo		
<b>DURATION</b>	Recognise a steady beat (pulse). Recognise long and short sounds.	Copy simple rhythmic patterns. Recognise a steady beat (pulse)	Recognise rhythmic patterns that use long and short sounds. Create patterns using long and short sounds.
VOCABULARY	Pulse, steady beat, rhythm	Pulse, steady beat, bar, rhythm, ta, ti, rest	Crotchet, quaver, minim, rest, bar, beat, ta ti
<b>STRUCTURE</b>	Follow simple repeating patterns in songs.	Understand that music can be organised into patterns. e.g. verse /chorus/ verse	Recognise different forms of repeating patterns. Create music with a simple pattern eg. ABA, ostinato
VOCABULARY	Repeat		Verse, chorus, call and response, ostinato
<b>TIMBRE</b>	Understand that voices, instruments and sound makers can make different types of sound.	Identify different instruments and group them into family sounds. Recognise and create different timbres in music.	
VOCABULARY	Names of class percussion instruments		Tapping, scraping, shaking, string, woodwind, percussion, brass
<b>TEXTURE</b>	Know that sounds can be made separately or together.		Understand that texture is how many sounds are playing together.



VOCABULARY	One sound, lots of sounds		Layer texture
<b>NOTATION</b>	Know that pictures and photographs can represent sound.	Know that simple symbols can represent sounds. Know that the syllables of words can be used to create rhythms and that dots can be used to represent those syllables.	Know that the Inter-Related Dimensions of Music can be shown through symbols. Know, recognise and read notation for crotchet, minim, quaver, crotchet rest and barred quavers.
VOCABULARY	Picture symbol, syllable, rhythm		crotchet, minim, quaver, crotchet rest and barred quavers.
<b>SINGING</b>	Join in group singing, building a repertoire of songs. Use chants and rhymes to build rhythmic capability.		Sing songs in unison with control and , simple rounds with an awareness of how the part should fit. Sing with increasing awareness of pitch demonstrating the shape of the melody.
<b>PLAYING</b>	Can hold and play a range of percussion instruments experimenting with sounds and timbre.	Play tuned and untuned instruments experimenting with sounds, timbre and melody. Perform using simple graphic notation.	Can play simple patterns on tuned percussion instruments with increasing control. Play tuned and untuned instruments with a sense of tempo and dynamics. Perform using graphic scores and simple traditional notation.
<b>IMPROVISING</b>	Experiment with untuned instruments as a whole class.	Experiment with tuned and untuned instruments, improvising with a theme in mind.	
<b>COMPOSING</b>		Create and choose sounds in response to given starting points. Create simple representations and	Create short sequences of sound in response to given starting points. Create simple

		short pieces using tuned and untuned percussion. Use simple symbols to represent sounds.	soundscapes for intended effect. Use simple symbols to represent sounds.
<b>LISTENING AND RESPONDING</b>	Listens to a range of music, identifying changes and responding through movement and discussion.	Listens to a range of recorded and live music identifying key instruments. Responds to changes and rhythms in music through movement and discussion. Listens to own performances providing constructive comments.	Listens to a range of recorded and live music identifying changes in pitch, tempo and dynamics and understands the effect these changes have on the piece. Listens to their own music and that of others and suggests improvements.

### 3. TOPIC OVERVIEW

Music Topic Overview - Concept Breakdown						
	Year R		Year 1		Year 2	
Autumn 1	<p><u>Let's Make Music!</u></p> <p>Children will sing simple songs and chants. They will begin to control instrumental sounds, starting and stopping by following a conductor's signals. Children will listen to recorded music, responding through movement with scarves</p>	 S I N G I N G	<p><u>Story Time Rhythms</u></p> <p>Children will explore the sounds that can be made using the body. They will copy and then create their own body percussion patterns.</p>	 S I N G I N G	<p><u>Let It Grow</u></p> <p>Children will play Boomwhacker, handbells and chime bars to explore rhythm and pitch.</p> <p><u>Recorders</u></p> <p>Children will be introduced to playing the descant recorder learning to play the note B and using terms 'ta' and 'ti' to represent 1 beat and half beat notes.</p>	 S I N G I N G

<p>Declarative Knowledge and Procedural Knowledge</p>	<p>Dynamics, timbre, duration, tempo Singing, listening and responding, playing.</p>	<p>O P P O R T U N I T I E S  T H R O U G H O U T  </p>	<p>Duration, structure, notation Singing, listening and responding, playing.</p>	<p>O P P O R T U N I T I E S  T H R O U G H O U T  </p>	<p>Pitch, duration, notation Singing, listening and responding, playing.</p>	<p>O P P O R T U N I T I E S  T H R O U G H O U T  </p>
<p>Autumn 2</p>	<p><u>Let's Make Music!</u> Children will sing action songs and chants. They will listen to recorded music and environmental sounds and respond through movement. They will continue to develop their ability to control instruments, having opportunities to play an increasing range of untuned instruments.</p>		<p><u>Peter and the Wolf</u> Children will become familiar with this musical story and be able to identify the orchestral instruments which represent the characters of the story. They will be able to describe the features of the music and create their own musical compositions.</p>		<p><u>The Titanic</u> Children will compose and perform a soundscape and record it using a graphic score.  <u>Recorders</u> Children will begin to read traditional notation learning the notes B and A and the note values crotchet and quaver.</p>	
<p>Declarative Knowledge and Procedural Knowledge</p>	<p>Dynamics, timbre, duration, tempo Singing, listening and responding, playing.</p>		<p>Timbre, dynamics, tempo, texture, structure Singing, listening and responding, playing</p>		<p>Pitch, duration, timbre, texture, tempo, dynamics, structure, notation Singing, listening and responding, playing</p>	
<p>Spring 1</p>	<p><u>Fast and Slow</u> Children will recognise and respond to fast and slow sounds and music of different tempos (speeds). They will learn songs which have different tempos with a range of themes such as the story of 'The Hare and the Tortoise', people who help us and animals. Children will play a range of untuned instruments, becoming more familiar with their names and the different sounds that they produce.</p>		<p><u>Moon Landings</u> Children will explore dynamics and texture by listening to recorded music (Also Sprach Zarathustra). They will respond through movement and will understand how changes in the music create different effects. They will create their own 'Moon Landing Music' using percussion instruments.</p>		<p><u>Rap and Samba Rhythms</u> Children will consolidate their understanding of steady beat and rhythm and begin to understand 4 metre.  <u>Recorders</u> Children will play simple pieces of music using notes B, A and G and the note values crotchet, quaver and minim.</p>	
<p>Declarative Knowledge and Procedural Knowledge</p>	<p>Dynamics, timbre, duration, tempo Singing, listening and responding, playing.</p>		<p>Dynamics, timbre, structure Singing, listening and responding, playing.</p>		<p>Duration, tempo, notation Singing, listening and responding, playing</p>	
<p>Spring 2</p>	<p><u>The Farm</u></p>		<p><u>Victorian Street Cries</u></p>		<p><u>The Great Fire of London</u></p>	

	With farm animals as a starting point, children will explore dynamics (loud and quiet) and tempo (fast and slow). They will use books and stories as starting points to create their own music with instruments. Children will have opportunities to listen to, talk about and respond to recorded music. Children will also be introduced to 'pitch' (high and low sounds).	I E S  T H R O U G H O U T	Children will use chime bars to play and sing street cries and to develop their understanding of pitch. They will create a 'soundscape' of a typical Victorian street.	I E S  T H R O U G H O U T	Children will explore dynamics, timbre, texture and structure through composition.	T I E S  T H R O U G H O U T
Declarative Knowledge and Procedural Knowledge	Dynamics, timbre, duration, tempo, pitch, structure Singing, listening and responding, playing.		Pitch, timbre, notation Singing, listening and responding, playing.		Duration, tempo, structure, timbre, pitch, texture, dynamics, notation Singing, listening and responding, playing	
Summer 1	<u>Let's Pretend</u> With traditional tales including 'Goldilocks and the Three Bears', 'The Three Little Pigs' and 'The Little Red Hen' as a starting point, children will learn to sing songs and chants and they will play instruments. Their understanding of tempo, dynamics and duration will be developed. They will listen to a range of styles of music and begin to build a musical vocabulary to describe what they hear.		 <u>Little Explorers</u> Children will use a range of tuned and untuned instruments to create compositions and they will explore ways of using picture notation to record their music.		 <u>Djembe Drumming</u> Children will learn about drumming traditions in West Africa. They will use djembe drumming techniques to explore rhythms and steady beat. They will use picture symbols to record their own rhythms.  <u>Recorders</u> Children will extend their ability to read traditional notation and play new pieces of music using notes B, A, G, E and a range of note values and rests.	
Declarative Knowledge and Procedural Knowledge	Dynamics, timbre, duration, tempo, pitch, structure, notation Singing, listening and responding, playing.	Dynamics, timbre, duration, tempo, pitch, structure, texture, notation Singing, listening and responding, playing.	Duration, tempo, structure, timbre, pitch, texture, dynamics, notation Singing, listening and responding, playing			
Summer 2	<u>Under The Sea</u> With the sea, water and the seaside as starting points, children will listen and respond to recorded music and develop	<u>Minibeasts</u> Children will explore steady beat and rhythm in more depth. They will perform simple patterns and accompaniments in pairs, small	<u>Djembe Drumming</u> Children will learn about drumming traditions in West Africa. They will use djembe			

	<p>their ability to use musical vocabulary to describe what they hear. They will continue to build a repertoire of songs. Children will improvise with instruments to create whole class soundscapes and they will use pictures and stories as starting points for simple composition.</p>		<p>groups and as a class. They will use a simplified version of musical notation to read and record rhythms.</p>		<p>drumming techniques to explore rhythms and steady beat. They will use picture symbols to record their own rhythms.</p> <p><b><u>Recorders</u></b></p> <p>Children will develop their ability to read traditional notation and play new pieces of music working towards a final end of year concert.</p>	
<p>Declarative Knowledge and Procedural Knowledge</p>	<p>Dynamics, timbre, duration, tempo, pitch, structure, texture, notation Singing, listening and responding, playing.</p>		<p>Duration, tempo, notation Singing, listening and responding, playing</p>		<p>Duration, tempo, structure, timbre, pitch, texture, dynamics, notation Singing, listening and responding, playing</p>	

Figure 1: Pillars of progression

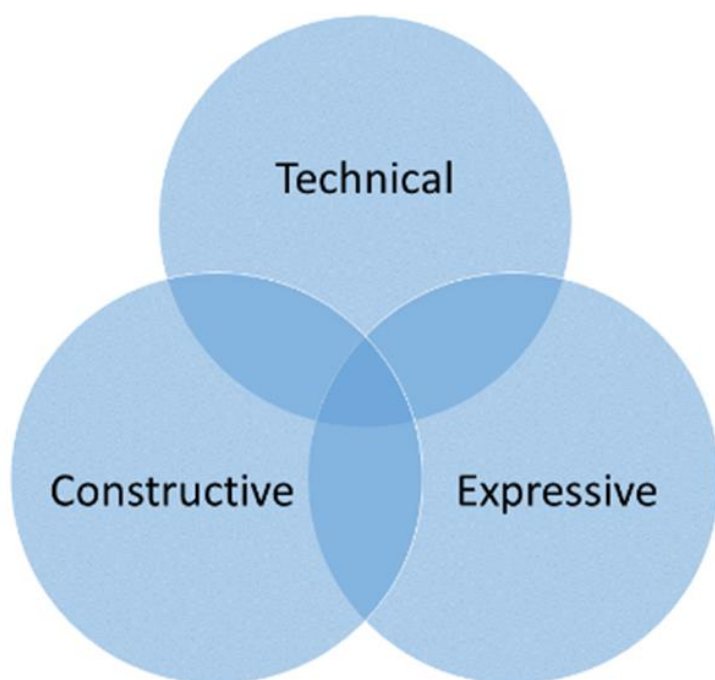


Table 2

Technical	Constructive	Expressive
<ul style="list-style-type: none"><li>- Competence in controlling sound (instrumental, vocal or with music technology)</li><li>- Use of a communication system, such as staff notation or guitar tab</li></ul>	<ul style="list-style-type: none"><li>- Knowledge of the musical elements/interrelated dimensions of music</li><li>- Knowledge of the components of composition</li></ul>	<ul style="list-style-type: none"><li>- Musical quality</li><li>- Musical creativity</li><li>- Knowledge of musical meaning across the world and time</li></ul>







## 8. Subject Specific Enhancements