

# What makes me a Musician?



**Learning Together, Success Forever**

# Why is being a Musician important at our school?

## (Vision Statement)

'Music is a universal language that embodies one of the highest forms of creativity'  
(The National Curriculum)

### Intent

At Manor Park Infant School and Nursery, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

As children progress through the school, they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, tempo, timbre, structure texture and musical notation.

### Skills

The aims of our Music curriculum are to develop children who:

- Can sing and use their voices individually and in a group;
- Create and compose music on their own and with others;
- Use technology appropriately when composing;
- Have opportunities to learn a musical instrument;
- Understand and explore how music is created, produced and communicated;
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions;
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.;
- Use and understand musical language and include musical features in their own work;
- Make judgements about the quality of music;
- Have opportunities to play a wide variety of instruments;
- Have different opportunities to take part in performances.

### Implementation

The music curriculum ensures students sing, listen, play, perform, appraise and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances. The elements of music are taught in lessons so that children are able to use the language of music to discuss it, understand how it is made, played, appreciated and analysed.

During the weekly music lessons, children will learn how to play various tuned and un-tuned percussion instruments. In doing so they will begin to understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. Children in Year 2 will also have the opportunity to learn to play the recorder as part of their weekly music lessons. They will also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

### **Impact**

Whilst at Manor Park Infant and Nursery school, children will have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child will be able to develop fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Children will be able to enjoy music in as many ways as they choose - either as listener, creator or performer. They will have the knowledge and vocabulary to discuss music and comprehend its parts. They will be able to sing, feel a pulse, add rhythms and create melodies in a group and then build on and enhance these skills in Key Stage 2 and continue to enjoy and embrace music in their lives.

Through the use of the 'Charanga' music scheme, the children will explore, learn and understand about the interrelated dimension of music. They will learn this by progressing through the following units:

<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
<b>Year 1</b>	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
<b>Year 2</b>	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert

# Interrelated Elements of Music / Knowledge and Skills Progression - F1 and F2



## Expressive arts and design

ELG: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### Children at the expected level of development will:

- Begin to develop complex stories and storylines using small world equipment like animal sets, dolls and dolls houses etc.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Nursery F1	Reception F2
<p><b>Building blocks to achieve Being imaginative - Music</b>  <i>Explore instruments and begin to name them:</i></p> <ul style="list-style-type: none"> <li>• Tambourine, drum, maraca and triangle</li> <li>• Listen with increasing attention to sounds</li> <li>• Talk about what they have heard and how they feel about it</li> <li>• Can identify and match an instrumental sound, Eg hear a shaker and indicate that they understand it is a shaker</li> <li>• Copies and moves to a simple beat</li> <li>• Sings simple songs, rhymes and clap along to a song</li> <li>• Know up to 10 rhymes and songs</li> <li>• Makes up their own songs using songs they know.</li> </ul> <p><i>Role-play/stories:</i></p> <ul style="list-style-type: none"> <li>• Engages in simple role and small world play using props and agreed roles</li> <li>• Create imaginative worlds using small world and construction kits. -Explores instruments and distinguishes sounds</li> <li>• Builds dens and enclosures - role playing a simple story</li> <li>• Interacting with small world play resources and making up own narratives</li> </ul>	<p><b>Building blocks to achieve Being imaginative – Music</b></p> <ul style="list-style-type: none"> <li>• Listen with increasing attention</li> <li>• Moves and responds to music and a steady beat</li> <li>• Sing in a group</li> <li>• Selects an instrument and plays it</li> <li>• Recognise instruments in music and talks about the changes they hear e.g., fast to slow</li> <li>• Change's tempo and keep a steady beat</li> <li>• Composes own simple tunes using pictures, own body and instruments</li> <li>• Perform to an audience</li> <li>• Follow rhymes and patterns using voice and instruments</li> <li>• Know up to 20 nursery rhymes and songs</li> <li>• Role-play/stories</li> <li>• Takes part in a simple role play of a known story</li> <li>• Use own experience to develop storylines</li> <li>• Perform to an audience and talk about ideas and feelings.</li> </ul>

<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• Display children's work</li> <li>• Provide a range of listening activities and games to develop listening skills</li> <li>• Planned activities and environments</li> <li>• Role-play and small world areas</li> <li>• Listening games and sound matching activities</li> <li>• Variety of instrument to explore</li> </ul>	<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• Display children's work</li> <li>• Planned activities and environments to encourage role-play, musical expression such as instruments, dress up and props</li> <li>• Small world play</li> <li>• Opportunities for children to perform and share such as the stage area and puppet theatre</li> <li>• A variety of instruments to explore</li> <li>• Having adaptable resources Eg different length of fabrics</li> </ul>
<p><b>Role of adult:</b></p> <ul style="list-style-type: none"> <li>• To value children's ideas</li> <li>• To help children to negotiate roles in play</li> <li>• Have conversations with children about their play, what they have noticed, repeat and extend what the child has said to develop language</li> <li>• Model singing slowly, repeats songs and allow children to hear the words</li> <li>• To observe comment, question and interact with children's dance, music making and movement when appropriate</li> <li>• To plan and provide opportunities for children to make music</li> <li>• To provide opportunities for children to listen and respond to music and sound from a variety of cultures and time periods</li> <li>• Encourage children to experiment with different instruments</li> </ul>	<p><b>Role of adult:</b></p> <ul style="list-style-type: none"> <li>• To value children's ideas</li> <li>• Use call and response for children to copy</li> <li>• To plan specific movement ideas from a range of stimuli</li> <li>• To be observe and interact with children's dance, music making and movement when appropriate</li> <li>• To teach specific music lessons plan and provide opportunities for children to make music</li> <li>• Support children to negotiate roles in their play and solve conflicts</li> <li>• To provide opportunities for children to listen and respond to music and sound</li> <li>• Introduce children to a variety of music from around the world from different cultures and genres and time periods</li> <li>• Encourage imagination and children to make up their own songs and dances</li> <li>• Tune into children's play and support the development of their own ideas</li> <li>• Play listening games</li> <li>• Encourage children to make up their own dances and sequences of movements</li> </ul>

## Interrelated Dimensions of Music / Knowledge and Skills progression - Year 1 and Year 2

Element	Year 1	Year 2
Pulse/Beat/Metre	<ul style="list-style-type: none"> <li>• Watch, follow, feel, and move to a steady beat with others</li> <li>• Find and enjoy moving to music in different ways</li> <li>• Respond to the pulse in recorded/live music through movement and dance</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and follow a steady beat</li> <li>• Find a steady beat</li> <li>• Recognise the time signature 4/4 by ear and notation</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> </ul>
Rhythm	<ul style="list-style-type: none"> <li>• Recognise and clap long sounds and short sounds, and simple combinations</li> <li>• Perform short, copycat rhythm patterns accurately, led by the teacher</li> <li>• Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat</li> <li>• Perform word-pattern chants; create, retain and perform your own rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise long sounds and short sounds, and match them to syllables and movement</li> <li>• Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion</li> <li>• Create rhythms using word phrases as starting point</li> </ul>
Pitch (Melody)	<ul style="list-style-type: none"> <li>• Recognise, sing, and play high and low-pitched notes</li> <li>• Explore singing and playing C, D, E from the C major scale</li> <li>• Explore singing and playing F, G, A from the F major scale</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the high notes and low notes in a melody</li> <li>• Join in part of a melody</li> <li>• Rehearse and play a simple instrumental melody as a part to go with a song</li> <li>• Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C</li> <li>• Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together</li> <li>• Identify and play by ear or notation notes in the tonality of C major</li> </ul>
Tempo	<ul style="list-style-type: none"> <li>• Recognise the difference between the speed of a steady beat, a fast beat, and a slow beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the speed of a steady beat, a fast beat, and a slow beat</li> <li>• Change the speed of a steady beat, moving from fast to slow, slow to fast</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace</li> </ul>

Dynamics	<ul style="list-style-type: none"> <li>• Talk about loud sounds, quiet sounds, and give some examples</li> </ul>	<ul style="list-style-type: none"> <li>• Identify loud and quiet sections of music, and discuss what makes the music loud and quiet</li> <li>• Understand the meaning of loud and quiet (forte and piano)</li> </ul>
Timbre	<ul style="list-style-type: none"> <li>• Identify different sounds in the environment, indoors and outside.</li> <li>• Identify the sounds of the instruments played in school.</li> <li>• Identify some of the sounds of the instruments heard when listening to music</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a speaking voice and a singing voice</li> <li>• Identify friends from the sound of their voice</li> </ul>
Texture	<ul style="list-style-type: none"> <li>• Sing together</li> <li>• Listen out for combinations of instruments together</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that singing and playing together creates a musical texture</li> <li>• Add body percussion accompaniments</li> </ul>
Structure (Form)	<ul style="list-style-type: none"> <li>• Add movement to key sections of a song</li> <li>• Understand when to sing in a verse and a chorus</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with a repeated section of a song: the chorus, the response</li> <li>• Join in with the main tune when it is repeated</li> </ul>

## How will we know the children learn well in Music at our school?

How well do children learn in Music?	Evidence
<ul style="list-style-type: none"> <li>• <b>Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. Their conversations show that they can retain and apply information.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Discussions during lessons</li> <li>• Pupil interviews</li> <li>• Music floor book</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pupils can use knowledge they've learnt and transfer to a music activity, demonstrating they can retain facts and show an understanding of their learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Discussions during lessons</li> <li>• Pupil interviews</li> <li>• Compositions</li> <li>• Music floor book</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Use of progression documents allows pupils skills to develop and progress through year groups.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Discussions during lessons</li> <li>• Pupil interviews</li> <li>• Compositions</li> <li>• Music floor book</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pupils show a natural curiosity and enthusiasm for composing and playing instruments, with a 'can do' attitude.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Involvement during lessons</li> <li>• Pupil voice</li> <li>• Pupil interviews</li> <li>• Examples of compositions</li> <li>• Music floor book</li> </ul>