

Music	
Intent statement:	<p>At Westlands First School and Nursery, we create musicians who have a life- long-love of a wide range of music. We develop the musical skills and knowledge of all of our children in order for them to become confident performers, composers and listeners. We will teach our children to respect and appreciate music from all traditions and communities.</p> <p><i>We learn to be creative with sounds through listening, performing and creating our own music.</i></p>
EYFS Curriculum	
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs and rhymes with others, and –when appropriate – try to move in time with music • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turns with others • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary 	
KS1 Curriculum (years 1-2)	KS2 Curriculum (years 3-4)
<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>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> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>

Sequences of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	'Marvellous Me!' We will begin to sing in a group or on our own.	Celebrations- Light and Dark Sing celebration songs and perform	'Moving and Travelling Around the World' Exploring Sound	From a Tiny Seed Music and Movement	Amazing Animals and Earth Explorers Musical Stories	Dangers and delights of the sea Big Band
Year 1		Carnival of the Animals. Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.	Super Heroes This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. Pupils participate in a variety of activities, exploring composition as a whole class before consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams.		Senses Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.	
Year 2	Folksongs In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse,		Great Fire of London Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and		Oceans This unit embeds pulse and rhythmic skills through performance, improvisation, listening and	

	<p>dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.</p>		<p>graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.</p>		<p>composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.</p>	
Year 3	<p>Stoneage</p> <p>Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.</p>		<p>Volcanoes</p> <p>Using the topic of 'Volcanoes', this unit allows pupils to explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and could be combined with poetry and artwork to produce a rich cross-curricular topic. There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score and could be extended into artwork or illustration.</p>			<p>In the garden</p> <p>This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.</p>
Year 4		<p>Words, Words, words</p> <p>In this unit pupils will explore the language of music through the inter-related dimensions of music. They will deepen their knowledge of the inter-related</p>		<p>Minimalism</p> <p>This unit explores the musical style of minimalism. Pupils have the opportunity to listen and appraise works by key composers of the style. Pupils learn and apply their</p>		<p>Samba</p> <p>This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform</p>

		dimensions and extend their musical vocabulary. Pupils will take inspiration from poetry, art and music and use graphic score to record ideas.		knowledge of the compositional devices used in minimalism through composition and performance activities.		samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.
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