

# Music



## Intent

At Butler's Hill our aim is to give all children the opportunity to play a musical instrument and sing, as well as the experience of performing.

Children have opportunity to perform in the Harvest festival (All years groups), the Christmas production (Year 1) The Easter Bonnet production (F2) and the Leaver's Service (Year 2). Other opportunities for the children to perform to the rest of the school are given throughout the year. Video recordings are made so that children can regularly evaluate their own performance.

Children are invited to attend music clubs such as 'Boomwhackers' Year 1, 'Ocarinas' Year 2 and Choir Year 2. These music clubs perform in a Music Concert for parents and the rest of school.



## Implementation

Our school uses Charanga Musical School as a scheme to support staff to deliver Music lessons of 30 minutes. Each lesson begins with an opportunity to listen and respond to a piece of music, followed by some warm-up games. Each termly unit gives opportunity for children to sing, play instruments, improvise, compose, and perform.

Children will learn to play Glockenspiels in F2 and Year 1 and progress towards playing recorders in Year 2. School uses a wide range of tuned and un-tuned percussion instruments.

F1 uses songs and activities suggested by Charanga but adapts these to fit their own Early Years Curriculum. This is enhanced by the use of song, throughout their daily routine and opportunities to explore the use of tuned and untuned percussive instruments.

Questions are differentiated to support and extend all learners and children with SEND are supported by familiar TAs. Additional opportunities for these children to physically express themselves are given as appropriate. (ribbons and instruments).

Children with complex special needs, have their own music sessions delivered in a way appropriate to their learning needs.

Music skills and concepts are revisited many times throughout the year in different contexts and through different topics.

In F1 and F2 children are taught to use Music vocabulary such as song, music, instruments, actions, loud and soft, fast and slow, rhythm.

In Year 1 and 2 children are taught to use vocabulary such as dynamic, tempo, pitch (high/low) rhythm and beat.

Children are assessed at the end of each unit. Children who are below age related expectations are recorded.

## Impact

Charanga Musical School scheme, follows the National Curriculum and is a supportive resource for staff and pupils.

Opportunities for all children to learn to play an instrument, or sing in the choir, ensure that children can extend their Music learning further.

Opportunities to perform in school or in the local community, build self-esteem and a sense of belonging in the community.

Children enjoy music lessons in school and particularly say that they enjoy playing instruments and performing.



Knowledge Progression (Core Areas)					
	Listening and Responding	Singing	Playing	Explore and Create	Performing
<b>EYFS</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Play tuned and untuned instruments</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Performances – F1 – Graduation F2 Easter Bonnet Parade</p>
<b>Year 1</b>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To know the names of the notes in their instrumental part from memory or when written down.</p> <p>To know the names of the instruments they are playing.</p> <p>To play Glockenspiels</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To know that improvisation is about making up your own tunes on the spot.</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before.</p> <p>To know that everyone can improvise.</p> <p>To know that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p>	<p>To know that a performance is sharing music with other people, called an audience.</p> <p>Year 1 Christmas Performance</p>
<b>Year 2</b>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know that we can confidently sing the five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know that songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>To know the names of the notes in their instrumental part from memory or when written down.</p> <p>To know the names of untuned percussion instruments played in class.</p> <p>To play recorders</p>	<p>To know that rhythms are different from the steady pulse.</p> <p>To know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>To know that everyone can improvise and you can use one or two notes.</p> <p>To gradually build up to using C,D,E,F,G in their compositions.</p>	<p>To know that a performance is sharing music with an audience.</p> <p>To know that a performance can be a special occasion and involve a class, a year groups or a whole school.</p> <p>To know that an audience can include your parents and friends.</p> <p>Year 2 -Leavers Service</p>

	EYFS Vocabulary	Year 1 Vocabulary	Year 2 Vocabulary
Listen and Respond	Sounds, expression, thoughts, dance, performance, feelings, responses.	Melody, singers, rhythm, beat, pitch, perform, keyboard, audience.	Melody, pulse, rhythm, pitch, perform, audience, tempo, keyboard,
Singing	Music, pitch, tone, songs, melody, rhymes.	Sing, rap, songs, memory, rhythm, pitch, melody, perform, unison.	Sing, songs, memory, unison, voice, rapping, warm up, voices, notes, tune, harmony, audience.
Playing	Control, feelings, ideas, instruments.	Notes, instruments, instrumental, memory, playing, melody, perform, audience, beat, time.	Notes, instrumental, instruments, memory, written, untuned percussion, tuned percussion, pulse, rhythm, pitch, perform, melody, dynamics, tempo, glockenspiel.
Explore and Create Create,	songs, improvise, explore, improve, artistic effect. Create, song, improvise.	Pulse, rhythm, pitch, melody, compose, improvise, singers, lyrics. Improvisation, making up, tune, melody, rhythm, pitch, compose, imagination.	Pulse, rhythms, pitch, improvise, compose, perform, audience, questions and answers, melody, tempo, glockenspiel, high and low sounds. Improvisation, making up, tune, notes, pulse, rhythm, pitch, compose, perform, audience, melody, instruments.
Performing	Songs, performance, share, audience, music, solo,	Performance, sharing, music, audience, songs.	Performance, sharing, music, people, audience, planning, order, sing, rap, confidence, special occasion, communication, feelings, thoughts, ideas.
EYFS Curriculum		Key Stage One National Curriculum	
<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	