

Tonwell St Mary's School Curriculum Overview of Intent for Music

Overall aims:

We aim to inspire a love of music in all of our children and to support them to explore and develop their own musicality. We aim to introduce them to a broad range of styles and the very best of the musical canon.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for Music in the following ways: All children have the opportunity to listen to a range of musical composers and to sing together in daily worship times. The school performs to families in our hall at Harvest time and at our link church for the Christmas service.

In Early Years, children have many opportunities to listen to music, to sing and to develop their own creativity in music. This is usually linked to topics in class and child initiated interests. Our KS1 curriculum includes the use of Music Express resources for opportunities to listen to, create and sing music. Our KS2 curriculum includes the use of Music Express as a resources for teaching aspects of composing and listening, and history of music, including music from around the world. Junior children learn the recorder as a tuned instrument each year. This helps develop their understanding of musical notation. Years 4, 5, 6 take part in the Hertfordshire Music Gala biannually performing on stage at the Royal Albert Hall. Musical skills are revisited and built upon in each year of our rolling programme in KS1 and 2.

Tonwell ten: pitch, instruments, composer, sounds, rhyme, rhythm, beat, tempo, notation.

	Autumn Term		Spring Term		Summer Term	
Whole School Half Termly Composer Years A & B	Bach	Stravinsky	Mozart	Verdi	Tchaikovsky	John Williams
	Handel	Vivaldi	Beethoven	Composer linked to RAH performance	Brahms	Hans Zimmer
EYFS Years A & B	What is sound? What is music? How can we make it? Why do people make sounds and music? What different sounds can we make? How can we change the sounds we make?	What are the sounds of Bonfire night? How can we use body percussion, voice and musical instruments to compose a firework inspired piece? Classical music to listen to: George Frideric Handel:	Based on child-led topic How do people use music, song and movement to celebrate Chinese New Year?	What are the sounds of Spring? How have composers interpreted them? What sounds can we hear in nature in the Spring? Bird watching and nature walking to listen to the sounds of spring.	Based on child-led topic	Can we create our own sea-inspired piece of music / song? Inspiration: Classical: Benjamin Britten, Four Sea Interludes, Debussy's La Mer, Grace Williams Sea Sketches.

	<p>Which songs are sung to celebrate Harvest?</p> <p>How can I use the music areas in the classroom and outdoors?</p>	<p>Music for the Royal Fireworks Igor Stravinsky: The Firebird - Finale, Oliver Knussen - Flourish with fireworks</p> <p>Nativity play songs Christmas Carols</p>		<p>How can we compose our own Spring inspired musical pieces to perform?</p> <p>Inspiration from composers: The Lark Ascending, Beethoven, Violin Sonata No. 5, Op. 24 ("Spring"), Vivaldi, The Four Seasons La Primavera ("Spring"), Alexander Konstantinovich Glazunov, The Seasons (ballet).</p>		<p>Pop: 'Somewhere Beyond The Sea' - Bobby Darin, Yellow Submarine - The Beatles</p> <p>Rhymes: She sells sea shells on the sea shore, I do like to be beside the seas, One day a crab went walking, A sailor went to sea, sea sea</p>
	<p>Sound, music, listening, hearing, loud, quiet, fast, slow, high pitch, low pitch, instruments, songs, voice</p>	<p>Body percussion, voice, musical instruments, compose, classical music, composer, music piece, orchestra, Christmas carols.</p>		<p>Composers, sound, nature, bird song, music, listening, hearing, loud, quiet, fast, slow, high pitch, low pitch, instruments, songs, voice</p>		<p>Compose, inspiration, classical music, pop music, songs, rhymes, rhyming, singing, orchestra, musical instruments, loud, quiet, fast, slow, high pitch, low pitch, recording.</p>
	<p>Continuous Provision: indoor musical instruments and listening station, outdoor music and performance area. Nursery rhymes, singing, Phase 1 phonics sound recognition and differentiation as part of weekly routine. Classical music played during CIL weekly, linked to our composer of the half-term.</p>					
	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music.</p>					
KS1 Year A	<u>Music express - sounds interesting</u>		<u>Music express - feel the pulse</u>		<u>Music express - the long and short of it</u>	

	How can we change and use sounds expressively in response to a stimulus?	How can we create an accompaniment for a song or chant?	How can we use longer and shorter sounds to create interesting sequences of sound?
	high/low, long/short, loud/quiet, smooth/spiky continuous/with rests, sound source, symbol, instrument , classify	Pulse, steady beat , faster, slower, speed, pulse, rhythm , volume, dynamic, perform , conduct, pattern, instrument, clap, performance	Long, short, sound, symbol, pitched and unpitched percussion Instruments, steady pulse, sequence, phrase, musical note.
KS1 Year B	<u>Music express - rain, rain, go away</u> How can sounds be used expressively and combined to create music in response to a stimulus?	<u>Music express - taking off</u> How can we create melodic patterns to respond to a stimulus?	<u>Music express - what's the score?</u> What symbols can we create that represent the various ways that an instrument can be played and use these to help create a sequence of sounds?
	Tempo - speed Dynamics - volume Pitch - high/low Conductor, faster/slower, louder/quieter, create, effects, sound, class composition , performance, sequence.	Pitch , high, low, melody, control, voice, respond, sounds, symbols, notes, notation, tunes, sequence, stimulus.	Instruments , sounds, soft and hard beaters, felt, rubber, wooden, metal, materials, method, symbols, instructions, movement, conductor, Dynamics - loud and quiet, Pitch - high and low, Tempo - fast and slow, Duration - long and short, compose, composition, score.
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 		

KS2 Year A	How can I use musical notation to perform and compose using tuned instruments (recorder)?	How can we prepare singing, percussion and tuned instruments for our Christmas performance?	How can we prepare to perform singing at the Royal Albert Hall? What does a composer do and why are they important?	Music Express 4 - Building How can music be structured to provide different textures?
	Compose, composition, improvise, notation, melody, tempo, pitch, rhythm, expression, tune, beat, note, crochet, quaver, chord	accompaniment, instrument, performance, recital, percussion, rhythm, timbre, tempo, pitch, harmony, volume, control, vocal	Composer, score, notation, woodwind, brass, strings, percussion, rehearse, recital, harmony, tune, key, arrangement	Layers of sound, tempo, timbre, instruments, pitch, harmony, melody, hard, soft, loud, quiet
KS2 Year B	How can I use musical notation to perform and compose using tuned instruments (recorder)?	How can we prepare singing, percussion and tuned instruments for our Christmas performance?	Music Express 5 Solar System Can I listen to and describe different musical moods and styles?	Music Express 4 - Environment How has the environment inspired composers throughout history and around the world?
	Compose, composition, improvise, notation, melody, tempo, pitch, rhythm, expression, tune, beat, note, crochet, quaver, chord	accompaniment, instrument, performance, recital, percussion, rhythm, timbre, tempo, pitch, harmony, volume, control, vocal	Jazz, rhythm & blues, hip-hop, reggae, classical, disco, rock n' roll, tempo, beat, rhythm, dynamics, pulse	Patterns, inspire, nature, environment, change, traditional, modern, expression
KS2 Year C	How can I use musical notation to perform and compose using tuned instruments (recorder)?	How can we prepare singing, percussion and tuned instruments for our Christmas performance?	How can we prepare to perform singing at the Royal Albert Hall? What does a composer do and why are they important?	Music Express 4 - Ancient Worlds (Egypt) How can we change dynamics and layers of sound? Music Express 6 - Roots (West African music) What is traditional and historical music from Africa like?

	Compose, composition, improvise, notation, melody, tempo, pitch, rhythm, expression, tune, beat, note, crochet, quaver, chord	accompaniment, instrument, performance, recital, percussion, rhythm, timbre, tempo, pitch, harmony, volume, control, vocal	Composer, score, notation, woodwind, brass, strings, percussion, rehearse, recital, harmony, tune, key, arrangement	Loud, quiet, notes, phrases, pitch -high/low, texture, traditional, voices, singing, drumming, percussion, melody, powerful, rhythmic, harmony, energy.
KS2 Year D	How can I use musical notation to perform and compose using tuned instruments (recorder)?	How can we prepare singing, percussion and tuned instruments for our Christmas performance?	Music Express 3 - Environment Can I compose accompaniment for music? Music Express 5 - Our Community Can I listen and respond to music?	Music Express 5 - Life Cycles Can I listen to and describe different musical moods and styles?
	Compose, composition, improvise, notation, melody, tempo, pitch, rhythm, expression, tune, beat, note, crochet, quaver, chord	accompaniment, instrument, performance, recital, percussion, rhythm, timbre, tempo, pitch, harmony, volume, control, vocal	Melody, voice, respond, sounds, tune, stimulus, sequence, compose, score, notation	Jazz, rhythm & blues, hip-hop, reggae, classical, disco, rock n' roll, tempo, beat, rhythm, dynamics, pulse
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Begin to sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. 		<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument) • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	

	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Read and create notes on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • expressive • solo • rounds • harmonies • accompaniments
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Music Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception	22-36 months	30-50 months	40-60 months	ELG
	Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing.. Show an interest in the way musical instruments sound.	Enjoy joining in with dancing and ring games. Sing a few simple, familiar songs. Sing to themselves and make up simple songs.	Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. -Begin to move rhythmically.	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music. Sings simple songs from memory,

			Tap out simple repeated rhythms and make some up. Explore and learn how sounds can be changed. Imitate and create movement in response to music.			
Year group	Composition	Instruments	Improvisation	Singing	Notation	History
Year 1	<p>Improvised composition using sounds to represent a picture/scene/emotion. Begin to experiment with different types of sound (e.g. loud/soft). Contribute to the creation of a class composition</p>	<p>Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet). Handle and play instruments with control. Identify different groups of instruments.</p>	<p>Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds.</p>	<p>Begin to sing simple songs with expression explore creative ways in which the voice can be used. Sing with control and using the voice expressively. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g.</p>	<p>Read and create own graphic scores using given graphics. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p>	N/A

				following the shape of the melody). Sing with an awareness of another performer.		
Year 2	Rehearsed composition using sounds to represent a picture/scene/emotion. Begin to show an awareness of pitch. Contribute to the creation of a class composition	Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo. Handle and play instruments with control. Identify different groups of instruments	Continue to develop use of improvisation for singing and composition.	Continue to sing songs expressively and creatively. Sing with control and using the voice expressively. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performer.	Learn minims, crotchets and quavers through rhythmic word association. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	N/A
Year 3	Basic rhythmic or melodic composition as a class or in groups.	Select appropriate instruments for compositions and	Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and	Hold a melody line with confidence showing control in their singing.	Reading notated rhythms on a single line without word association.	Introduce children to key composers and pieces.

	<p>Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Compose using given forms e.g. verse/chorus, A B A etc.</p>	<p>start to perform in groups for a specific audience. Begin to explore instruments from different cultures. Identify melodic phrases and play them by ear. Select instruments to describe visual images.</p>	<p>improvise compositions as a group to perform to a specific audience.</p>	<p>Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. □ Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Perform long and short sounds in response to symbols. Create long and short sounds on instruments. play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p>	
Year 4	<p>Basic rhythmic or melodic composition as a class or in groups. Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale.</p>	<p>Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.</p>	<p>Begin to practise using expression in their singing and develop listening to improvise as a group.</p>	<p>Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. □ Sing songs and create</p>	<p>Reading and writing notes A - C on a single line, progressing to A - E on two lines. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. play and sing phrase from dot</p>	<p>Renaissance Music - Tudors</p>

	<p>Compose using given forms e.g. verse/chorus, A B A etc.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images.</p>		<p>different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>notation. Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>	
Year 5	<p>Choose a suitable structure for a composition.</p> <p>Student-led ensemble in groups using tuned and/or untuned instruments. Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their</p>	<p>Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines.</p> <p>Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder.</p> <p>Identify and control different ways percussion</p>	<p>Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.</p>	<p>Show confidence in part singing; sing with increasing control and expression individually and in groups.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin</p>	<p>Reading and writing notes A - G on a three-line staff, incorporating bar lines and time signatures.</p> <p>Progress to a full staff.</p>	<p>Romantic Music - Victorians</p>

	musical ideas into a completed composition.	instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.		to have an awareness of improvisation with the voice.		
Year 6	Choose a suitable structure for a composition. Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here). Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music	Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy.	Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.	Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and	Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.	Modern Music - World War Two

	individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.		how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.		
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