

Music

Intent

At Hyde Park Schools, the teaching of music ensures that all children have access to a broad and balanced curriculum that increases their confidence, creativity, and sense of achievement. Through careful planning, we ensure that the teaching of music is inclusive of all children, challenging their learning at every level through coherently sequenced lessons that are aligned with the National Curriculum and Early Learning Goals. We want all children to have access to a wide genre of music and understand what music is through listening, playing, analysing, evaluating, and composing music. We want children to have not only the skills for music but also the passion and curiosity to continue as they progress in each phase of their, as well as in the local community. Our music curriculum, designed through carefully selecting appropriate units on Charanga, will set children up with a strong foundation as they move up through the school. Our teaching intends for children to use music as a form of expression and make links between other areas of the curriculum at school and in the wider community.

Implementation

At Hyde Park Schools, we teach a non-procedural knowledge-based music curriculum, which allows children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in the key processes of music: listening, performing, pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. This is supported through the exposure to live music or a range of different genres and musicians. The music curriculum is taught in sequences during the year, with extra opportunities at Christmas, through clubs or other topic learning to be exposed to music in a meaningful way resulting in children learning more and remembering more. In the Early Years, children have a daily exposure to music through singing nursery rhymes and instruments in continuous provision. In Year One – Year Six, children will be able to experiment with tuned and untuned instruments and begin to compose their own music, with opportunities to review and reflect on their skills and knowledge. The planning, monitoring, and staff CPD from the subject lead allows for lessons to be planned and taught effectively and confidently, as well as using staff's own musical abilities.



Impact

Pupils' progress will be measured through high quality video evidence of the children's learning, talking to the children and a collection of known vocabulary throughout the year. This vocabulary will be continuously consolidated and built on as they go through the school. This will help to support and challenge the children appropriately. These objectives are underpinned by a progression of non-procedural knowledge indicators, aligned with the National Curriculum and Early Learning Goals. Teachers ensure that planning is carefully constructed so that children build on their knowledge and understanding from EYFS to Year 6.

The impact of the music teaching at Hyde Park is that all children will be confident to apply their skills and knowledge as they move through the school and be curious to acquire new learning. The children will be given the opportunity to express themselves creatively and they will have started to develop an awareness of the emotional, social, moral, spiritual and cultural impact that music can have on themselves and others, as well as key music skills across a range of genres and instruments. The children will have a development of skills, knowledge, and vocabulary, developed by the confidence to review their own and others' work. This will reflect the high expectations and pride that the children have for themselves ensuring that they are brave, curious, optimistic, kind, enterprising, inclusive, and confident musicians, and learners. The teachers will also be confident and passionate when delivering their lessons, continuing to foster the children's love for music and musicality.

Progression



Expressive Arts and Design	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p>Reception:</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music. 	<p>General learning throughout the year</p> <ul style="list-style-type: none"> Weekly opportunities to learn new songs related to topic work. Singing songs and rhymes from a variety of genres and cultures. Learning and performing rhymes and songs with others to an audience. Build up a repertoire of nursery rhymes and familiar songs. Learn worship songs. Using musical instruments in the outside area and role play. Creating movement to music e.g.: move like animals, move like dinosaurs, growing plants and weather. Singing and performing to our friends and parents. Performing the school nativity production. Play listening games. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Listen to and join in with stories / poems with repetitive refrains. Move in time / appropriately to rhymes, songs, instruments, and classical music. Call and response songs. Learning finger rhymes such as I'm a tiny caterpillar on a leaf. To explore beat using 2beat digital program. To explore sounds created by instruments, how we can make changes to the sounds (loud/quiet/fast/slow/beat) 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know some nursery rhymes. To know at least 10 nursery rhymes with automatic recall. To know and join in with familiar songs including simple worship songs. To know how to clap the pulse (beat) To know how to play some percussion instruments correctly. To know the names of some percussion instruments. To know that instruments make different sounds. To know that pitch is how high or low a sound is. To know that performance is sharing music with others. To create my own music. To talk about music, I have heard. <p>Skills:</p> <ul style="list-style-type: none"> To listen to, perform and review performances of music. To understand how we can affect sounds (changing pitch, duration, volume). To use our voices to sing rhymes and songs in a group. <p>Vocabulary: song, sing, pulse, high, low, loud, quiet, clap, volume, pitch, repeat, copy, rhythm, performance, perform, instrument, sound, drum, tambourine, wood block, xylophone, maracas, cabasa, guiro, boom-whacker, bells</p>

		Year 1							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
 Key Vocabulary	Vocabulary that is introduced and repeated over the year to deepen understanding: Acoustic, accompaniment, body percussion, call and response, chord, drone, duration, layering, musical elements, notation (crotchets, quavers, minims, A B C D E F F# G), ostinato, phrase, playing techniques, score, graphic score, improvisation, composition, texture, tuned percussion, untuned percussion, instruments (glockenspiel, keyboard, piano, flute, oboe, French horn, drum, violin, flute, recorder, triangle, tambourine) voice, high, low, loud, quiet, rhythm , beat, pulse , pitch , tempo , perform, unison, phrase, concerto, note, octave, dynamics , timbre , texture , structure								
	*bold are the fundamental elements of music								
 Skills	Understanding music	Listening	Singing	Notation	Playing Instruments	Playing the recorder N/A	Creating: improvising	Creating: composing	Performing
	<ul style="list-style-type: none"> Use body percussion, instruments, and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple 	<ul style="list-style-type: none"> Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. 	<ul style="list-style-type: none"> Sing, rap, rhyme, chant, and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. 	<ul style="list-style-type: none"> Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers. Recognise how graphic notation can represent created sounds. 	<ul style="list-style-type: none"> Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts. 	

	<p>melodic patterns using high and low.</p> <ul style="list-style-type: none"> • Complete vocal warm-ups with a copy back option to use Solfa. 	<ul style="list-style-type: none"> • Begin to understand about different styles of music. 							<p>Explore and invent your own symbols.</p> <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Use simple notation if appropriate. • Create a simple melody using crotchets and minims: <ul style="list-style-type: none"> • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C • F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F • D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D 	
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Understanding music – children will begin to understand the key elements of music and how their bodies are used as well as instruments to make music.

Listening – children will begin to respond to music and begin to develop listening skills to identify instruments.
 Notation – children will begin to understand how music is represented and be introduced to some of the key symbols.
 Playing instruments – children will begin to learn how to play an instrument (glockenspiel) through simple notes, either by notation or by ear.
 Playing the recorder – N/A
 Creating: improvising – children will begin to identify and play using some notes, recognising different pitch and rhythm patterns.
 Creating: composing – children will begin to respond to stimulus with music, children will begin to create a story and begin to use
 Performing:

		Year 2							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
 Key Vocabulary	Vocabulary that is introduced and repeated over the year to deepen understanding: Acoustic, accompaniment, body percussion, call and response, chord, drone, duration, layering, musical elements, notation (crotchets, quavers, minims, semibreves, A B C D E F F# G), ostinato, phrase, playing techniques, score, graphic score, improvisation, composition, texture, tuned percussion, untuned percussion, instruments (glockenspiel, keyboard, piano, flute, oboe, French horn, drum, violin, flute, recorder, triangle, tambourine) voice, high, low, loud, quiet, rhythm , beat, pulse , pitch , tempo , perform, unison, phrase, concerto, note, octave, dynamics , timbre , texture , structure , verse, bridge, chorus, major, minor, conductor, vocal warmup, stave, crescendo, decrescendo, pentatonic scale <p style="text-align: center;">*bold are the fundamental elements of music</p>								
	 Skills	Understanding music <ul style="list-style-type: none"> Use body percussion, instruments, and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy simple melodic patterns 	Listening <ul style="list-style-type: none"> Mark the beat of a listening piece (e.g., Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music 	Singing <ul style="list-style-type: none"> Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. 	Notation <ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and 	Playing Instruments <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	Playing the recorder <ul style="list-style-type: none"> Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F. 	Creating: improvising <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned 	Creating: composing <ul style="list-style-type: none"> Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and

	<p>using high and low.</p> <ul style="list-style-type: none"> • Complete vocal warm-ups with a copy back option to use Solfa. • Sing short phrases independently. 	<p>you sing and listen, e.g. 2-time, 3-time etc.</p> <ul style="list-style-type: none"> • Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world. 	<ul style="list-style-type: none"> • Understand and follow the leader or conductor. • Add actions to a song. • Move confidently to a steady beat. • Talk about feelings created by the music/song. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to talk about and understand the style of the music. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when 	<p>semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <ul style="list-style-type: none"> • Identify hand signals as notation and recognise music notation on a stave of five lines. 			<p>percussion, creating a musical conversation</p>	<p>stick notation, as appropriate, to keep a record of composed pieces.</p> <ul style="list-style-type: none"> • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers, and minims. • Use music technology, if available, to capture, change and combine sounds. • Use notation if appropriate. • Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end 	<ul style="list-style-type: none"> • Talk about what the song means and why it was chosen to share. • Talk about the difference between rehearsing a song and performing it.
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			<p>singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo, pause).</p>					<p>on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F</p>	
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