

MUSIC at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our **MUSIC Curriculum** as follows:

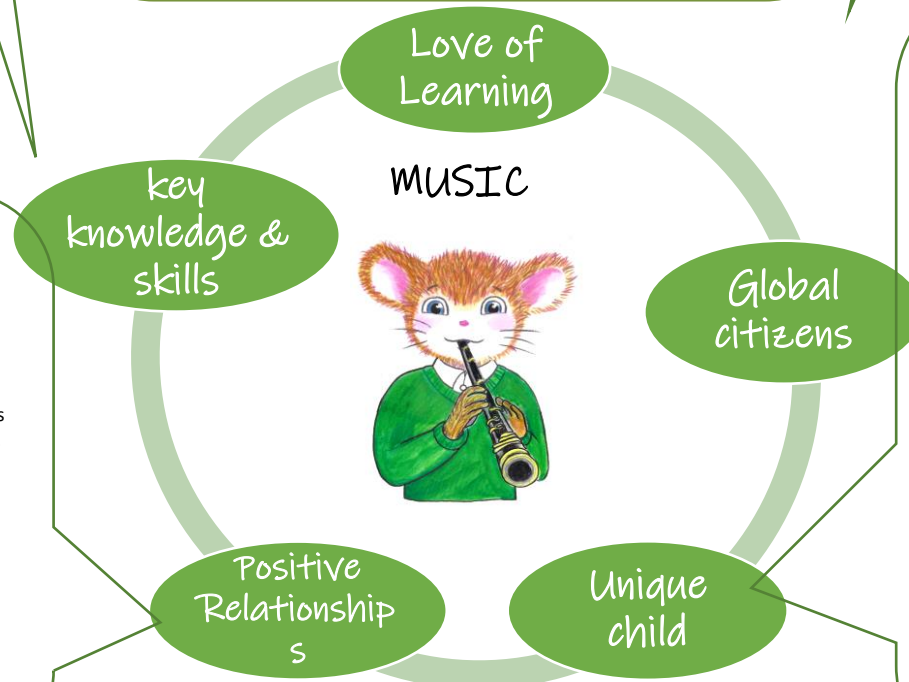
KEY KNOWLEDGE AND SKILLS: We equip children with the Music **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in Music across the school. Vocabulary development plays a vital role in this We want engage and inspire children to develop a love of music and be able to explore and discriminate music understanding pitch, duration, dynamics, tempo, timbre, texture, structure and develop musical notations appropriately.
Children learn the different aspects of music.
TECHNICAL: They learn to control sound. They begin to learn about staff notation.
Constructive: Children learn how music is constructed, the melody, harmony and the accompaniment.
EXPRESSIVE: playing musically controlled. Because music embodies one of the highest forms of creativity, as children become more talented their self-confidence, creativity and sense of achievement will increase.

LOVE OF LEARNING: Our **theme- based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in music. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. Our ambitious curriculum enables children to demonstrate:
FLUENCY: Children develop fluency in the call and response rhythmic and melodic games played. They begin to learn to read music and make accurate sounds to match.
EXPERIMENTATION: They have fun exploring sounds, trying out ideas and then making informed choices about creating sounds.
AUTHENTICITY: We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, our children are introduced to great composers from around the world as well as having many varied musical experiences close to home. Year 4 take part in Young Voices singing at an arena with thousands of other pupils in a shared concert. Year 3 develop their musical skills and understanding of notation as they learn to play the clarinet, performing for parents.

GLOBAL CITIZENS: We want our children to use the vibrancy of our country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values, Rights Respecting and our core values placed at the heart of everything we do. This feeds into the music curriculum-Early Years and KS1 pupils perform Christmas Nativities. KS2 pupils celebrate the end of Autumn Term going to a local church for our annual carol service with readings from the Christmas Story.
We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. Our choir sing at a local nursing home. The Charanga music scheme has a diverse range of music from around the world to listen to and sing in different styles and genres. Each week, music from different places is played in assembly which reflects the theme for the week.

POSITIVE RELATIONSHIPS: The music curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in music, supporting and encouraging each other, as well as reflecting on and critically evaluating each other's work. We enable parents to support their children by involving them in their education and inviting them into school: eg each Year group has the opportunity to take part in performances to which parents are invited, e.g. Year 4 Leavers production. Life in 21st Century Britain can be busy and stressful and by allowing children time to enjoy music means that they can explore the richness of the world around them which can aid wellbeing and reduce stress. A piece of music can promote memories, both presently and in the future. Music is a universal language which promotes emotional responses.
We know how to keep ourselves safe in Music, using equipment carefully and safely.

UNIQUE CHILD: At Meadows First School we can all become musicians!
We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the Music curriculum. EG: we support all of our children with a range of equipment that caters for all needs. All of our children will have the opportunity to perform in concerts, to learn a musical instrument in Year 3 with the opportunity offered to Play-On in Year 4. Each year the whole school comes together to see a concert or workshop with outside musicians, clearly showing that music could be a real job.
Children use meadows Mouse to develop lifelong learning habits to be;
Enthusiastic: to have a go and experiment with music and to talk enthusiastically about their own music, as well as other peoples
Determined: We encourage a growth mindset, with high expectations, so children are proud to share and talk about their music.
Focused: We want our children to have no ceiling to their achievements and to grow up wanting to be musicians, performers, belong to groups, make music for fun and listen to music to promote memories.
Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right effect.
We are proud of what we can achieve!



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening 3-4 Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts feelings	Performing instrument 3-4 Play instruments with increasing control to express their feelings and ideas.	Performing instrument 3-4 Create their own songs or improvise a song around one they know.	Performing voice/ Listening <i>Rhythm and Rhyme</i> Remember and sing entire songs.	Performing voice <i>Alliteration</i> Sing the melodic shape (such as up and down, down and up) of familiar songs.	Performing voice/ Listening Sing the pitch of a tone sung by another person ('pitch match')
YR	Listening <i>Celebration by Kool & The Gang</i> R can: listen attentively, move to and talk about music, expressing their feelings and responses.	Performing Voice <i>Boogie Wonderland by Earth Wind and Fire</i> ELG Sing a range of well-known nursery rhymes and songs.	Performing Voice <i>Mozart's Horn Concerto No.4 - Rondo We are Family Sister Sledge</i> ELG Perform songs, rhymes, poems and stories with others, and try to move in time with music.	Listening <i>Beyond the Sea Robbie Williams The Planets Gustav Holst</i> R can: listen attentively, move to & talk about music, expressing their feelings & responses.	Composition/ Performing <i>I Feel Good by James Brown</i> ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Composition/ performing <i>Flight of the Bumblebee by Rimsky-Korsakov</i> ELG Sing a range of well-known nursery rhymes and songs.
Y1	CHARANGA 1 Hey You! <i>U Can't Touch This by MC Hammer</i>	Christmas Production	CHARANGA 3 In the Groove <i>How Blue Can You Get by B.B. King</i>	CHARANGA 4 Round and Round <i>Livin' La Vida Loca (Latin/Pop) by Ricky Martin</i>	CHARANGA 5 Your Imagination <i>Daydream Believer by The Monkees</i>	CHARANGA 2 Rhythm in the Way <i>Happy by Pharrell Williams (pop)</i>
	Listening Listen with concentration to a range of high-quality live and recorded		Performing instrument play tuned and untuned instruments musically	Composition Experiment with, create, sounds using the inter-related dimensions of music.	Listening listen to, review and evaluate music including the works of the great composers and musicians	Performing Voice Use their voices expressively singing songs and speaking chants and rhymes
Y2	CHARANGA 1 Hands Feet Heart	CHARANGA 2 Ho Ho Ho by Christmas Production	CHARANGA 3 I Wanna Play in a Band	CHARANGA 4 Zootime by Reggae	CHARANGA 5 Friendship Song	CHARANGA 6 Reflect, Rewind and Replay
	Listening Listen with concentration to a range of high-quality live and recorded	Performing voice Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Listening Listen with concentration to a range of high-quality live and recorded	Performing instrument play tuned and untuned instruments musically	Composition Experiment with, create, sounds using the inter-related dimensions of music.	Listening Listen with concentration to a range of high-quality live and recorded
Y3			CHARANGA 3 Three Little Birds Sing, Play and Copy instruments 1, note c	CHARANGA 3 Three Little Birds Sing, Play and Copy instruments 1, note c		
	Sharks Recorders Performing Voice Use their voices expressively singing songs and speaking chants and rhymes	Sharks Recorders Listening listen with attention to detail and recall sounds with increasing aural memory	Sharks Recorders Performing Instrument / voice Use, understand staff & other musical notations	Dolphins Recorders Performing instrument/ voice Use, understand staff & other musical notations Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Dolphins Recorders Listening listen with attention to detail and recall sounds with increasing aural memory	Dolphins Recorders Performing Instrument / voice Use, understand staff & other musical notations
Y4	CHARANGA 1 Mamma Mia	YOUNG VOICES	CHARANGA 3 Stop!	CHARANGA 2 Glockenspiel Stage 2	CHARANGA 5 Blackbird by The Beatles	CHARANGA 6 Reflect, Rewind and Replay (Classical style)
	Performing instrument/ voice Composition Improvise and compose music for a range of purposes using the inter-related dimensions of music Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Performing voice Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Performing Instrument / voice Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Performing Instrument / voice Play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing confidence, accuracy, fluency, control and expression.	Composition Improvise and compose music for a range of purposes using the inter-related dimensions of music	History Of Music Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>Find out about one famous composer. Which composer?</i>

Music Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
<i>Generic skills/ knowledge</i>	<p>To begin to build a repertoire of songs and dances.</p> <p>Represent their own ideas, thoughts and feelings through, music, dance, role play and stories.</p>	<p>Listen with concentration to a range of high-quality live and recorded music</p> <p>Experiment with, create, sounds using the inter-related dimensions of music.</p>	<p>Use their voices creatively by singing songs and speaking chants and rhymes</p> <p>Listen with understanding to a range of high-quality live and recorded music</p> <p>Select and combine sounds using the inter-related dimensions of music to create music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Develop an understanding of the history of music.</p> <p>Know who sang or wrote the music they hear or songs they sing and the style – reggae.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Develop an understanding of the history of music.</p> <p>To know the style of one song and be able to talk about: the style indicators of that song (musical characteristics that give the song its style). Pop, grime or gospel.</p>
<i>Performing and Sharing Skills</i>	<p>To join in and sing a few familiar songs, speaking and chanting.</p> <p>Tap out simple repeated rhythms. Copy and clap short rhythmic patterns.</p> <p>Follow and copy instructions responding verbally and with movement.</p>	<p>Use their voices expressively singing songs and speaking chants and rhymes</p> <p>Use the voice to speak/sing/chant/rap.</p> <p>Clap and play the rhythm from words and repeat rhythmic patterns (the rhythm of the words).</p> <p>Use instruments to perform and share a simple piece</p> <p>Treat instruments with respect.</p> <p>Play a tuned instrumental part with the song I perform.</p> <p>Follow musical instruction from a leader about when to play or sing.</p> <p>Play untuned instruments musically</p> <p>Play untuned instruments with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p> <p>Personalised by an African Drumming workshop.</p>	<p>Understand the importance of a warm up.</p> <p>Sing songs in a class group, in unison, following the tune (melody) well.</p> <p>Play tuned and untuned instruments musically</p> <p>Learn to play a tuned instrumental part with control.</p> <p>Listen to and follow instructions from the leader (e.g. hand signals to indicate pitch and duration of notes).</p> <p>Sing and play musical rhythms in time with the steady pulse.</p>	<p>Sing songs from memory in unison and simple two-parts.</p> <p>Listen, recall and reproduce sounds with increasing aural memory</p> <p>Listen and sing back the melody using their voice or an instrument following pulse.</p> <p>Improvise ideas within musical structures</p> <p>Improvise with voice and instruments, using call (musical question) and response (musical answer) within a group following a leader.</p> <p>To choose what to perform and create a programme for an audience.</p> <p>Sing and play musically</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>Sing songs from memory in unison and simple two-parts keeping a good singing posture.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing confidence, accuracy, fluency, control and expression</p> <p>Listen and sing back the melody using their voice or an instrument following pulse.</p> <p>Improvise with voice and instruments, with increasing accuracy and fluency following a solo leader.</p> <p>Sing and play musically</p> <p>Control their voice when singing, articulating the words clearly to communicate meaning.</p> <p>Listen with attention to detail and recall and reproduce sounds with increasing aural memory</p> <p>Listen and sing back the melody using their voice or an instrument following pulse.</p> <p>Clap and say back rhythms.</p>
<i>Composing skills To include Games Singing Playing Improvisation Composition</i>	<p>Explore and learn how sounds can be changed.</p> <p>Experiment and explore making different sounds with their voice.</p> <p>Explore the different sounds of instruments.</p> <p>Experiment and explore making a range of sounds with instruments.</p> <p>Imitate movement in response to music.</p> <p>Listen and respond to different songs or pieces of music in different styles creating imaginatively moving to the pulse (beat).</p>	<p>Improvise, making up my own rhythms and tunes.</p> <p>Distinguish between long and short sounds.</p> <p>Listen and clap back a short rhythmic and melodic pattern.</p> <p>Create a simple melody using three different notes.</p> <p>Personalised in creating an Autumn Composition</p> <p>Compose a musical story</p> <p>Represent sounds pictorially.</p>	<p>Improvise short, rhythmic patterns – sequences of long and short sounds.</p> <p>Compose short melodic patterns using up to five notes (tuned instruments/voice/technology).</p> <p>Use technology to compose and create their own symbols to represent sounds.</p>	<p>Create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions.</p> <p>Use and understand staff and other musical notations</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Listen to the composition and reflect on it explaining how to improve their work.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>Collaborate to create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions.</p> <p>Improvise and manipulate ideas within musical structures</p> <p>Copy back with instruments, without and then with musical notation.</p> <p>Use and understand staff and other musical notations</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Listen to the composition and reflect on it explaining how to improve their work.</p>

				confidence, accuracy, fluency, control and expression. Personalised in learning to play an instrument led by an instrumental tutor, currently the recorder.	Personalised in taking part in the national Young Voices project.
<i>Listening and Appraising skills</i>	<p>Begin to express how a piece of music makes them feel and whether they like or dislike it.</p> <p>Identify and distinguish environmental sounds and vocal or instrumental sounds.</p> <p>Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</p> <p>beginning to describe the sounds (e.g. loud, soft, high, low, fast, slow).</p> <p>Listen to different songs and pieces, in a variety of styles, responding with imaginative movement.</p>	<p>Respond to different moods and express how they feel about a piece of music.</p> <p>Identify what different sounds could represent and give a reason why.</p> <p>Talk about a fast and slow tempo, loud and quiet sounds, and high and low sounds.</p> <p>Tap or find the pulse in a piece of music.</p>	<p>Know that songs have a musical style.</p> <p>Begin to associate sounds they hear with instruments they see.</p> <p>Begin to recognise changes in timbre, dynamics and pitch.</p> <p>Independently identify the pulse in a piece of music and tap along.</p> <p>Listen carefully and recall short rhythmic patterns.</p> <p>Add ideas to create a performance, say how they feel about it and suggest how to improve it.</p>	<p>Describe a piece of music using the musical dimensions featured in the song (pitch, duration (rhythm), dynamics, tempo, texture (layers of sound, different instruments/ voices).</p> <p>Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Give their opinion on a piece of music and say how it makes them feel, respecting the opinion of others.</p> <p>Know what a song is about understanding the lyrics.</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Recognise and name the instruments they hear in a song or piece of music.</p> <p>Identify and move to the pulse.</p>	<p>Describe a piece of music using the musical dimensions featured in the song (pitch, duration (rhythm), dynamics, tempo, texture (layers of sound, different instruments/ voices).</p> <p>Appreciate and begin to understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Give their opinion on a piece of music and say how it makes them feel, respecting the opinion of others.</p> <p>Know what a song is about understanding the lyrics and identify its purpose- different cultures or place in history.</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Recognise and name the instruments they hear in a song or piece of music.</p> <p>Identify and move to the pulse.</p> <p>Recognise the work of at least one famous composer.</p>

MUSIC at Meadows



At Meadows we use Charanga to support our music teaching, this is an online music scheme provided by Worcestershire Music Services with lots of visual aids and interactive resources to support your child's development in music. Our children love using our glockenspiels, percussion instruments to take part practically in music lessons. We are a Music Mark School.



There is singing assembly once a week for Years 1-4. KS1 and EYFS put on a Nativity with lots of singing and dancing. KS2 also perform shows at different times during the year; there are many chances to perform for an audience.



Year 3 children have the opportunity to learn the clarinet during their music lessons. This is a fantastic opportunity which can lead to children gaining the interest to take up small group music lessons offered on the clarinet.



To support our music teaching and provide engaging activities for our pupils, we often invite guests into our school. Recently Year 1 took part in an African Drumming workshop, Year 2 had a music and movement workshop with the CBSO and Year 4 took part in Young Voices.

