

# 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:

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 to 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. 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.

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.

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 the Genting Arena with thousands of other pupils in a shared concert. Our Year 1 children take part in an African Drumming session with a visitor. Year 2 look begin to explore their own ideas in a composing session with visitors who also use drama and dance in a expressive arts session. Year 3 develop their musical skills and understanding of notation as they learn to play the clarinet, performing for parents.

We want our children to use the vibrancy of our great 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 and our core values placed at the heart of everything we do. This feeds into the **Music** curriculum- our school celebrates the end of Autumn Term going to a local church for our annual carol service with readings from the Christmas Story and singing lead by our choir. 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. E.g children in the choir visit a local nursing home to sing for them.



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 and 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 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 them 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.

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 Year Group Assemblies and Performances to which parents are invited. We use an outdoor provider which parents can choose to use for individual paid music lessons. Life in 21<sup>st</sup> 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. We are proud of what we can achieve!

## MEADOWS FIRST SCHOOL LONG TERM PLAN - Music

**Intent:** With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens - children will learn

To use their voices expressively and creatively through singing and speaking rhymes developing control and expression. To play tuned and untuned instruments musically with increasing accuracy and fluency. To listen with concentration and developing understanding to a range of high quality live and recorded music from different traditions and from great composers and musicians. To experiment in creating music through improvisation and composition.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights Respecting		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
Year N	Theme	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun
	EYFS Music Statements Key EYFS Music statements are written in blue	<i>Explore and learn how sounds can be changed.</i>	<i>To begin to build a repertoire of songs and dances. Explore the different sounds of instruments.</i>		<i>Represent their own ideas, thoughts and feelings through, music, dance, role play and stories.</i>	<i>To join in and sing a few familiar songs, speaking and chanting.</i>	<i>To join in and sing a few familiar songs, speaking and chanting.</i>
	Focus-skills/knowledge Charanga Other sources Personalisation in red	<i>Identify and distinguish environmental sounds and vocal or instrumental sounds.</i>		<i>Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments beginning to describe the sounds (e.g. loud, soft, high, low, fast, slow).</i>			

	Theme	Marvellous Me Where the Wild Things Are	Marvellous me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	Once upon a tale	All creatures great & small
Year R	Focus- skills/knowl edge	CHARANGA 1  <i>To join in and sing a few familiar songs, speaking and chanting.</i>	CHARANGA 2  <i>To begin to build a repertoire of songs and dances. Explore and learn how sounds can be changed.</i>	CHARANGA 3	CHARANGA 4  <i>Explore the different sounds of instruments.</i>	CHARANGA 5  <i>Represent their own ideas, thoughts and feelings through, music, dance, role play and stories.  Imitate movement in response to music.</i>	CHARANGA 6  <i>Revisiting nursery rhymes and action songs and beginning to use the language of music</i>
	Charanga Other sources Personalisation in red	<i>Listen and respond to different songs or pieces of music in different styles creating imaginatively moving to the pulse (beat). Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments beginning to describe the sounds (e.g. loud, soft, high, low, fast, slow). Add actions to the nursery rhymes.</i>	<i>Speaking and singing clearly (within groups and performing in Christmas play)</i>	<i>Building attention and concentration.</i>	<i>Responding to question words e.g. what? and how?</i>	<i>Tap out simple repeated rhythms. Retelling story, adding detail with sounds and instruments (improvisation)</i>	<i>Begin to express how a piece of music makes them feel and whether they like or dislike it. Listen to different songs and pieces, in a variety of styles, responding with imaginative movement. Follow and copy instructions responding verbally and with movement. Year group assembly more confidently</i>
	Musical Period /Significant composer	<i>Celebration</i> by Kool & The Gang  <i>Happy</i> by Pharrell Williams  <i>Sing</i> by the Carpenters	<i>Roll Alabama</i> by Bellowhead  <i>Boogie Wonderland</i> by Earth Wind and Fire	<i>We are Family</i> by Sister Sledge  <i>Thula Baba</i> – a South African Lullaby  <i>ABC</i> by The Jackson 5	<i>Lovely Day</i> performed by Bill Withers  <i>Beyond the Sea</i> sung by Robbie Williams	<i>I Feel Good</i> by James Brown  <i>Don't You Worry 'Bout A Thing</i> performed by Incognito	<i>William Tell Overture</i> by Rossini  <i>Dance of the Sugar Plum Fairy</i> by Tchaikovsky

		<p><i>Sing a Rainbow</i> sung by Peggy Lee</p> <p><i>Happy Birthday</i> by Stevie Wonder</p> <p><i>Our House</i> by Madness</p>	<p><i>Don't Go Breaking My Heart</i> by Elton John and Kiki Dee</p> <p><i>Ganesh is Fresh</i> by MC Yogi</p> <p><i>Frosty the Snowman</i> by Ella Fitzgerald</p> <p><i>Spiderman</i> sung by Michael Bublé</p>	<p><i>My Mum is Amazing</i> by Zain Bhikha</p> <p><i>Conga</i> by Miami Sound Machine</p> <p><i>Mozart's Horn Concerto No.4 - Rondo</i></p>	<p><i>Mars from The Planets</i> by Gustav Holst</p> <p><i>Frogs' Legs and Dragons' Teeth</i> by Bellowhead</p> <p><i>Ain't No Mountain High Enough</i> sung by Marvin Gaye and Tammi Terrell</p> <p><i>Singing in the Rain</i> performed by Gene Kelly</p>	<p><i>My Promise</i> by Earth Wind &amp; Fire</p> <p><i>Superstition</i> by Stevie Wonder</p> <p><i>Pick Up the Pieces</i> by Average White Band</p>	<p><i>Flight of the Bumblebee</i> by Rimsky-Korsakov</p> <p><i>Jupiter, The Bringer of Jollity</i> by Gustav Holst</p> <p><i>Fantasia on a Theme by Thomas Tallis</i> by Ralph Vaughan Williams</p> <p><i>E.T. Flying Theme</i> by John Williams</p>
	<b>Theme</b>	<b>Making SENSE of our world – Our Senses</b>	<b>Memory box – Toys including Materials</b>	<b>Our Town Bromsgrove</b>	<b>Animal Allsorts</b>	<b>Let's Explore Africa</b>	<b>Famous for More than Five Minutes</b>
<b>Year 1</b>	<i>National Curriculum</i>	<p>Listen with concentration to a range of high-quality live and recorded music</p>	<p>Use their voices expressively singing songs and speaking chants and rhymes</p>		<p>Experiment with, create, sounds using the inter-related dimensions of music.</p>	<p>Respond to different moods and express how they feel about a piece of music.</p>	

<p><b>Focus Skills/ Knowledge</b></p> <p><b>Charanga</b></p> <p>Other sources</p> <p><b>Personalisation in red</b></p>	<p>CHARANGA 1</p> <p><i>Use the voice to speak/sing/chant/rap.</i></p> <p><i>Play untuned instruments musically</i></p> <p><i>Listen and clap back a short rhythmic and melodic pattern.</i></p> <p><i>Identify what different sounds could represent and give a reason why.</i></p>	<p>CHARANGA 2</p> <p><i>Tap or find the pulse in a piece music.</i></p> <p><i>Clap and play the rhythm from words and repeat rhythmic patterns (the rhythm of the words).</i></p> <p><i>Continue to embed the interrelated dimensions of music through games and singing.</i></p> <p><i>Move to the music, find the pulse.</i></p> <p><i>The KS1 Christmas Production</i></p> <p><i>Singing and dancing for the Christmas production</i></p>	<p>CHARANGA 3</p> <p><i>Treat instruments with respect.</i></p> <p><i>Play untuned instruments with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</i></p>	<p>CHARANGA 4</p> <p><i>Use instruments to perform and share a simple piece</i></p> <p><i>Play a tuned instrumental part with the song I perform.</i></p> <p><i>Create a simple melody using three different notes.</i></p>	<p>CHARANGA 5</p> <p><i>Use their voices expressively singing songs and speaking chants and rhymes</i></p> <p><i>Talk about a fast and slow tempo, loud and quiet sounds, and high and low sounds.</i></p> <p><i>Follow musical instruction from a leader about when to play or sing.</i></p>	<p>CHARANGA 6</p> <p><i>Improvise, making up my own rhythms and tunes.</i></p>
<p><b>Musical Period</b></p> <p><b>Significant composer</b></p>	<p>20<sup>th</sup> Century Music</p> <p><i>Me, Myself and I by De La Soul</i></p> <p><i>Fresh Prince of Bel-Air by Will Smith</i></p> <p><i>Rapper's Delight by The Sugarhill Gang</i></p> <p><i>U Can't Touch This by MC Hammer</i></p>	<p>Classical Music</p> <p><i>The Planets, Mars by Gustav Holst</i></p> <p>20<sup>th</sup> Century Music</p> <p><i>Tubular Bells by Mike Oldfield (Progressive/experimental rock)</i></p> <p><i>Happy by Pharrell Williams (pop)</i></p>	<p>20<sup>th</sup> Century Music</p> <p><i>How Blue Can You Get by B.B. King</i></p> <p><i>Let the Bright Seraphim by Handel (Baroque Era, da capo aria, a song with a da capo return)</i></p> <p><i>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</i></p> <p><i>Jai Ho by J.R. Rahman</i></p>	<p>20<sup>th</sup> Century Music</p> <p><b><i>Livin' La Vida Loca (Latin/Pop) by Ricky Martin</i></b></p> <p><b><i>March of The Empire or Imperial War March (Film music) by John Williams</i></b></p> <p><b><i>It Had Better Be Tonight by Michael Bublé (Latin/Big Band Jazz)</i></b></p>	<p>Pop Music and Film and T.V. music</p> <p><i>Supercalifragilisticexpialidocious from Mary Poppins</i></p> <p><i>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</i></p> <p><i>Daydream Believer by The Monkees</i></p>	<p>Classical Music Revisiting</p> <p><i>A Song Before Sunrise by Delius (20<sup>th</sup> Century)</i></p> <p><i>The Firebird by Stravinsky (20<sup>th</sup> Century)</i></p> <p><i>The Bird by Prokofiev (20<sup>th</sup> Century)</i></p>

		<i>It's Like That</i> by Run DMC	<i>When I'm 64</i> by The Beatles (pop)	<i>Lord of The Dance</i> by Ronan Hardiman (modern traditional music)  <i>Diggin' On</i> James Brown by Tower of Power (pop funk)	<b><i>Why Don't You</i> by Gramophonedzie (Big Band/Dance)</b>  <b><i>Oye Como Va</i> by Santana (Latin/Jazz)</b>	<i>Rainbow Connection</i> from <i>The Muppet Movie</i>  <i>A Whole New World</i> from <i>Aladdin</i>	<i>Grand March</i> from <i>Aida</i> by Verdi (Classical Music)  <i>Oye Como Va</i> by Santana (20 <sup>th</sup> Century)  <i>Boléro</i> by Ravel (20 <sup>th</sup> Century)  <i>The Lamb</i> by John Tavener (Contemporary)
Year 2	<b>Theme</b>	<b>Oh I do like to be Beside the Seaside</b>	<b>Disgusting sandwiches</b>	<b>Chocolate – That's Not fair!</b>	<b>Knights and Castles</b>	<b>Plants and Animals</b>	<b>Pirates</b>
	<b>National Curriculum</b>	<i>Listen with understanding to a range of high-quality live and recorded music</i>	<i>Use their voices creatively by singing songs and speaking chants and rhymes</i>		<i>Play tuned and untuned instruments musically</i>	<i>Select and combine sounds using the inter-related dimensions of music to create music.</i>	
	<b>Focus skills/ knowledge</b>  <b>Charanga</b> Other sources <b>Personalisation in red</b>	CHARANGA 1  <i>Independently identify the pulse in a piece of music and tap along.</i>  <i>Improvise short, rhythmic patterns – sequences of long and short sounds.</i>	CHARANGA 2  <i>Learn to play a tuned instrumental part with control.</i>  <i>The KS1 Christmas Production</i>  <i>Singing and dancing for the Christmas production</i>	CHARANGA 3  <i>Listen carefully and recall short rhythmic patterns.</i>  <i>Sing and play musical rhythms in time with the steady pulse.</i>  <i>Compose short melodic patterns using up to five notes (tuned instruments/voice/technology).</i>	CHARANGA 4  <i>Know that songs have a musical style.</i>  <i>Begin to associate sounds they hear with instruments they see.</i>  <i>Listen to and follow instructions from the leader (e.g. hand signals to indicate pitch and duration of notes).</i>	CHARANGA 5  <i>Understand the importance of a warm up.</i>  <i>Sing songs in a class group, in unison, following the tune (melody) well.</i>  <i>Use technology to compose and create their own symbols to represent sounds.</i>	CHARANGA 6  <i>Begin to associate sounds they hear with instruments they see.</i>  <i>Begin to recognise changes in timbre, dynamics and pitch.</i>  <i>Add ideas to create a performance, say how they feel about it and suggest how to improve it.</i>

	<b>Significant composer</b>	<p><i>The Click Song</i> sung by Miriam Makeba</p> <p><i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir</p> <p><i>Bring Him Back</i> (Nelson Madela) by Hugh Masekela (Jazz freedom song)</p> <p><i>You Can Call Me Al</i> by Paul Simon (pop rock)</p> <p><i>Hiokoloza</i> by Arthur Mofokate (freedom song)</p>	<p><i>Bring Him Back Home</i> (Nelson Mandela) by Hugh Masekela (a freedom song)</p> <p><i>Suspicious Minds</i> by Elvis Presley (pop)</p> <p><i>Sir Duke</i> by Stevie Wonder (Funk)</p> <p><i>Fly Me to the Moon</i> by Frank Sinatra (Big Band/Jazz)</p>	<p><i>I Wanna Play in a Band</i> by Joanna Mangona</p> <p><i>We Will Rock You</i> by Queen</p> <p><i>Smoke on the Water</i> by Deep Purple</p> <p><i>Rockin' All Over the World</i> by Status Quo</p> <p><i>Johnny B. Goode</i> by Chuck Berry</p> <p><i>I Saw Her Standing There</i> by The Beatles</p>	<p>All the songs to listen to and appraise are in the reggae style.</p> <p><i>Kingston Town</i> by UB40</p> <p><i>Shine</i> by ASWAD</p> <p><i>I.G.Y.</i> by Donald Fagen</p> <p><i>Feel Like Jumping</i> by Marcia Griffiths</p> <p><i>I Can See Clearly Now</i> by Jimmy Cliff</p>	<p><i>Count on Me</i> by Bruno Mars</p> <p><i>We Go Together</i> (from Grease soundtrack)</p> <p><i>You Give a Little Love from Buggy Malone</i></p> <p><i>That's What Friends are for</i> by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p><i>You've Got A Friend in Me</i> by Randy Newman</p>	<p><i>Listen and Appraise - Peer Gynt Suite: Anitra's Dance</i> by Edvard Grieg (from the Romantic era)</p>
	<b>Theme</b>	<b>The Stone Lion (Stone Age)</b>	<b>Can I run Faster Than USAIN BOLT</b>	<b>FORCES + MAGNETS</b>	<b>Rocks + soils The Earth Beneath us</b>	<b>Romans</b>	<b>Blue Planet – Water and our World</b>
<b>Year 3</b>	<b>National Curriculum</b>	<p>Use and understand staff and other musical notations</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>Develop an understanding of the history of music.</p> <p>Improvise ideas within musical structures</p>	<p>Listen, recall and reproduce sounds with increasing aural memory</p> <p>Sing and play musically</p>	<p>Use and understand staff and other musical notations</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>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
	<b>Focus skills/ knowledge</b>	<p>Identify the main sections of the song</p>	<p>Improvise with voice and instruments, using call (musical question) and</p>	<p>Know who sang or wrote the music they hear or songs they sing and the</p>	<p>Create a simple melody and make musical decisions about pulse,</p>	<p>To communicate the meaning of the words</p>	<p>Give their opinion on a piece of music and say how it makes them feel,</p>

<p><b>Charanga</b> Other sources <b>Personalisation</b> in red</p>	<p><i>(introduction, verse, chorus etc.)</i></p> <p><i>Identify and move to the pulse</i></p> <p><i>Sing songs from memory in unison and simple two-parts.</i></p> <p><i>Listen and sing back the melody using voice or an instrument following pulse.</i></p> <p><i>Listen to the composition and reflect on it explaining how to improve their work.</i></p>	<p><i>response (musical answer) within a group following a leader.</i></p>	<p><i>style – pop, reggae, R&amp;B, disco.</i></p> <p><i>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).</i></p>	<p><i>rhythm, pitch, dynamics and tempo in class compositions.</i></p> <p><i>To choose what to perform and create a programme for an audience</i></p>	<p><i>and clearly articulate them.</i></p> <p><i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p> <p><i>Know what a song is about understanding the lyrics.</i></p>	<p><i>respecting the opinion of others.</i></p> <p><i>Recognise and name the instruments they hear in a song or piece of music.</i></p>
<p><b>Significant composer</b></p>	<p>Colonel Bogey March by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical ‘Oliver!’ (Musicals)</p> <p>Ain’t No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You’re the First, The Last, My Everything by Barry White (Soul)</p>	<p>Easy E</p> <p>Strictly D</p> <p>Drive D-E-F-inately</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p>	<p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p>	<p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p>	<p>Good Times by Nile Rodgers</p> <p>Ain’t Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain’t No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royc</p>	<p>L’Homme Arme by Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: Il Andante by Franz Joseph Haydn - Classical Piano Concerto:</p> <p>Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic</p> <p>Prelude A L’Apres-Midi d’un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by</p>

							Kenny Wheeler – Contemporary
Year 4	<b>Theme</b>	<b>Were the dark ages really dark?</b>	<b>Switch it Off (energy)</b>	<b>The Amazing Amazon</b>	<b>Beautiful Bromsgrove</b>	<b>The Good, the Bad and the Ugly</b>	<b>Where Does My Food Go?</b>
	<i>National Curriculum</i>	<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>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	Sing and play musically		<p>Listen with attention to detail and recall and reproduce sounds with increasing aural memory</p> <p>Improvise and manipulate ideas within musical structures</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>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>
	<p><i>Skills</i></p> <p>Charanga Other sources Personalisation in red</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> <p>Give their opinion on a piece of music and say how it makes them feel, respecting the opinion of others.</p> <p>Recognise and name the instruments they</p>	<p>Clap and say back rhythms.</p> <p>Control their voice when singing, articulating the words clearly to communicate meaning.</p>	<p>Recognise and name the instruments they hear in a song or piece of music.</p> <p>Sing songs from memory in unison and simple two-parts keeping a good singing posture.</p> <p>Improvise with voice and instruments, with increasing accuracy and fluency following a solo leader.</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>Collaborate to create a simple melody and make musical decisions about pulse, rhythm, pitch,</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>Listen and sing back the melody using their voice or an instrument following pulse.</p> <p>Copy back with instruments, without</p>	<p>Recognise the work of at least one famous composer.</p>

		<p>hear in a song or piece of music.</p> <p>Identify and move to the pulse.</p> <p>Listen to the composition and reflect on it explaining how to improve their work.</p>			<p>dynamics and tempo in class compositions.</p>	<p>and then with musical notation.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
	<p><b>Significant composer</b></p>	<p>Dancing Queen by Abba</p> <p>The Winner Takes It All by Abba</p> <p>Waterloo by Abba</p> <p>Super Trouper by Abba</p> <p>Thank You for the Music by Abba</p>	<p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p> <p>Radetzky March by Strauss (Classical)</p> <p>Can't Stop the Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)</p> <p>Libertango by Astor Piazzolla (Tango)</p> <p>Mas Que Nada performed by Sergio Mendes and the Black-Eyed Peas (Bossa Nova and Hip Hop)</p>	<p>Listen and appraise other soul / gospel songs</p> <p>He Still Loves Me by Walter Williams and Beyoncé</p> <p>Shackles by Mary Mary</p> <p>Amazing Grace by Elvis Presley</p> <p>Ode to Joy Symphony No 9 by Beethoven</p> <p>Lean on Me by The ACM Gospel Choir</p>	<p>Listen and appraise other songs by The Beatles</p> <p>Yellow Submarine</p> <p>Hey Jude</p> <p>Can't Buy Me</p> <p>Yesterday</p> <p>Let It Be</p>	<p>La Quinta Estampie Real anon 13th century (Early Music)</p> <p>The Arrival of the Queen of Sheba - Handel (Baroque)</p> <p>Moonlight Sonata by Beethoven (Romantic)</p> <p>Bridal March/Chorus by Wagner (Romantic)</p> <p>Rhapsody in Blue by Gershwin (20th Century)</p> <p>Einstein on the Beach by Philip Glass (Contemporary)</p>	

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 – pop, reggae, R&amp;B, disco.</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.</p> <p>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>

<p><i>Composing skills</i>  <b>To include</b>  <b>Games</b>  <b>Singing</b>  <b>Playing</b>  <b>Improvisation</b>  <b>Composition</b></p>	<p><i>Explore and learn how sounds can be changed.</i>  <i>Experiment and explore making different sounds with their voice.</i>  <i>Explore the different sounds of instruments.</i>  <i>Experiment and explore making a range of sounds with instruments.</i>  <i>Imitate movement in response to music.</i>  <i>Listen and respond to different songs or pieces of music in different styles creating imaginatively moving to the pulse (beat).</i></p>	<p><i>Improvise, making up my own rhythms and tunes.</i>  <i>Distinguish between long and short sounds.</i>  <i>Listen and clap back a short rhythmic and melodic pattern.</i>  <i>Create a simple melody using three different notes.</i></p> <p><i>Personalised in creating an Autumn Composition</i>  <i>Compose a musical story</i>  <i>Represent sounds pictorially.</i></p>	<p><i>Improvise short, rhythmic patterns – sequences of long and short sounds.</i>  <i>Compose short melodic patterns using up to five notes (tuned instruments/voice/technology).</i>  <i>Use technology to compose and create their own symbols to represent sounds.</i></p> <p><i>Personalised in creating a SEA SCAPE Composition – Fingals Cave</i></p>	<p><i>Create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions.</i>  <i>Use and understand staff and other musical notations</i>  <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i>  <i>Listen to the composition and reflect on it explaining how to improve their work.</i>  <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing confidence, accuracy, fluency, control and expression.</i>  <i>Personalised in learning to play an instrument led by an instrumental tutor, currently the clarinet.</i></p>	<p><i>Collaborate to create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions.</i>  <i>Improvise and manipulate ideas within musical structures</i>  <i>Copy back with instruments, without and then with musical notation.</i>  <i>Use and understand staff and other musical notations</i>  <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i>  <i>Listen to the composition and reflect on it explaining how to improve their work.</i></p> <p><i>Personalised in taking part in the national Young Voices project.</i></p>
<p><i>Listening and Appraising skills</i></p>	<p><i>Begin to express how a piece of music makes them feel and whether they like or dislike it.</i>  <i>Identify and distinguish environmental sounds and vocal or instrumental sounds.</i>  <i>Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments beginning to describe the sounds (e.g. loud, soft, high, low, fast, slow).</i>  <i>Listen to different songs and pieces, in a variety of styles, responding with imaginative movement.</i></p>	<p><i>Respond to different moods and express how they feel about a piece of music.</i>  <i>Identify what different sounds could represent and give a reason why.</i>  <i>Talk about a fast and slow tempo, loud and quiet sounds, and high and low sounds.</i>  <i>Tap or find the pulse in a piece music.</i></p>	<p><i>Know that songs have a musical style.</i>  <i>Begin to associate sounds they hear with instruments they see.</i>  <i>Begin to recognise changes in timbre, dynamics and pitch.</i>  <i>Independently identify the pulse in a piece of music and tap along.</i>  <i>Listen carefully and recall short rhythmic patterns.</i>  <i>Add ideas to create a performance, say how they feel about it and suggest how to improve it.</i></p>	<p><i>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).</i>  <i>Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>  <i>Give their opinion on a piece of music and say how it makes them feel, respecting the opinion of others.</i>  <i>Know what a song is about understanding the lyrics.</i>  <i>Identify the main sections of the song (introduction, verse, chorus etc.)</i></p>	<p><i>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).</i>  <i>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</i>  <i>Give their opinion on a piece of music and say how it makes them feel, respecting the opinion of others.</i>  <i>Know what a song is about understanding the lyrics and identify it's purpose- different cultures or place in history.</i></p>

				<p><i>Recognise and name the instruments they hear in a song or piece of music. Identify and move to the pulse.</i></p>	<p><i>Identify the main sections of the song (introduction, verse, chorus etc.) Recognise and name the instruments they hear in a song or piece of music. Identify and move to the pulse.</i></p> <p><i>Recognise the work of at least one famous composer.</i></p>
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# 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 and recorders to take part practically in music lessons.



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 and along with Year group assemblies, 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 individual music lessons offered on the clarinet, guitar and keyboard.



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.

