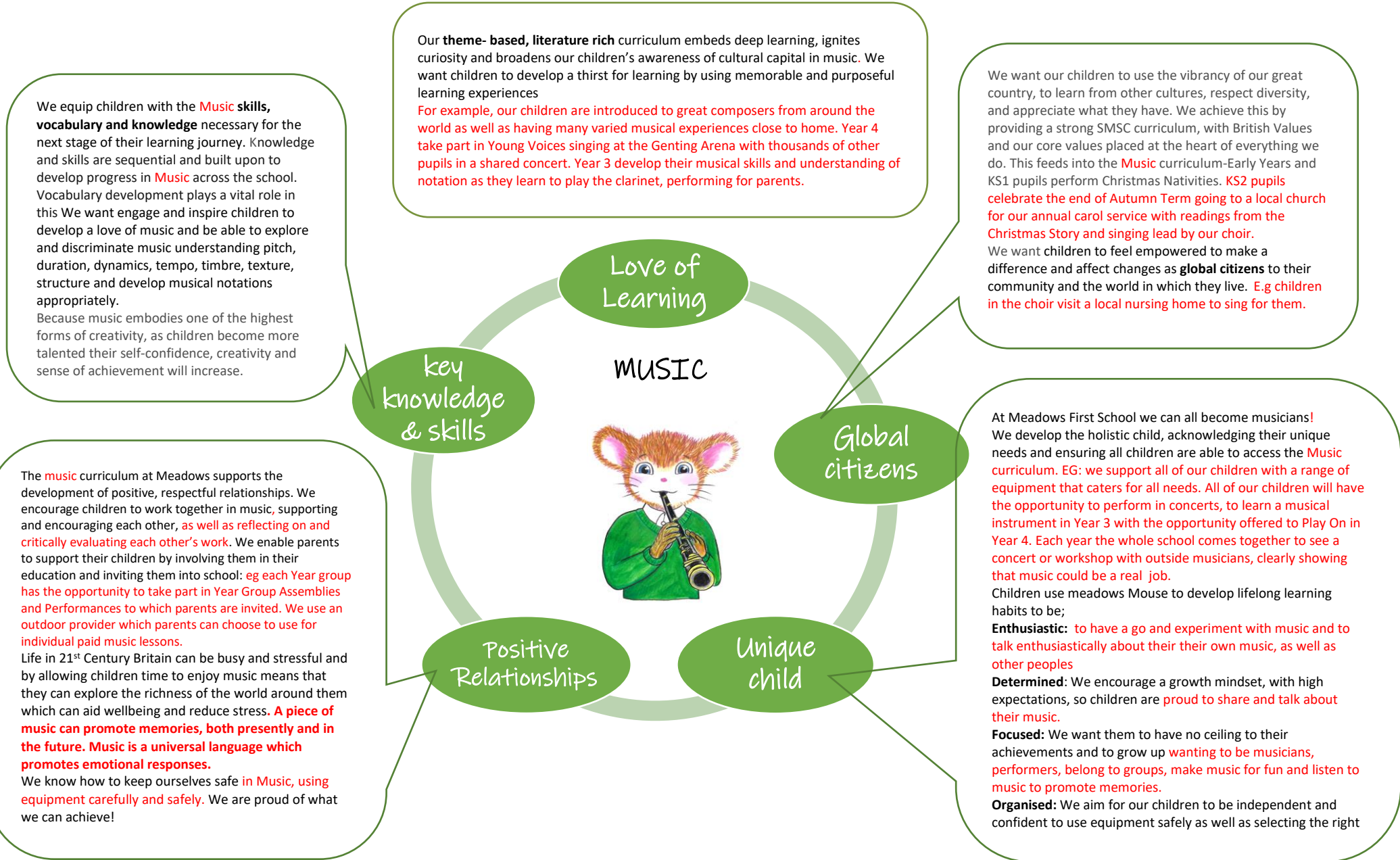


MUSIC at Meadows First School (Vision and Ethos)

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:



	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 Koool & 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>	CHARANGA 2 Rhythm in the Way <i>Happy by Pharrell Williams (pop)</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 AFRICAN DRUMMING <i>Daydream Believer by The Monkees</i>	CHARANGA 6 Reflect, Rewind and Replay <i>A Song Before Sunrise by Delius (20th Century)</i>
	Listening Listen with concentration to a range of high-quality live and recorded	Performing Voice Use their voices expressively singing songs and speaking chants and rhymes	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	Composition Experiment with, create, sounds using the inter-related dimensions of music.
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 2 Glockenspiel Stage 1 Learn to play and read the notes C, D, E + F.	CHARANGA 3 Three Little Birds Sing, Play and Copy instruments 1, note c	CHARANGA 4 The Dragon Song Birdsong – Chinese Folk Music Compose a simple melody	Clarinets	Clarinets	Clarinets
	Performing Voice Use their voices expressively singing songs and speaking chants and rhymes	Listening listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Performing Instrument / voice Clarinets Sharks 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.	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.	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.	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.
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>	To begin to build a repertoire of songs and dances. Represent their own ideas, thoughts and feelings through, music, dance, role play and stories.	Listen with concentration to a range of high-quality live and recorded music Experiment with, create, sounds using the inter-related dimensions of music.	Use their voices creatively by singing songs and speaking chants and rhymes Listen with understanding to a range of high-quality live and recorded music Select and combine sounds using the inter-related dimensions of music to create music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music. Know who sang or wrote the music they hear or songs they sing and the style – pop, reggae, R&B, disco.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music. 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.
<i>Performing and Sharing Skills</i>	To join in and sing a few familiar songs, speaking and chanting. Tap out simple repeated rhythms. Copy and clap short rhythmic patterns. Follow and copy instructions responding verbally and with movement.	Use their voices expressively singing songs and speaking chants and rhymes Use the voice to speak/sing/chant/rap. Clap and play the rhythm from words and repeat rhythmic patterns (the rhythm of the words). Use instruments to perform and share a simple piece Treat instruments with respect. Play a tuned instrumental part with the song I perform. Follow musical instruction from a leader about when to play or sing. Play untuned instruments musically Play untuned instruments with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. Personalised by an African Drumming workshop.	Understand the importance of a warm up. Sing songs in a class group, in unison, following the tune (melody) well. Play tuned and untuned instruments musically Learn to play a tuned instrumental part with control. Listen to and follow instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). Sing and play musical rhythms in time with the steady pulse.	Sing songs from memory in unison and simple two-parts. Listen, recall and reproduce sounds with increasing aural memory Listen and sing back the melody using their voice or an instrument following pulse. Improvise ideas within musical structures Improvise with voice and instruments, using call (musical question) and response (musical answer) within a group following a leader. To choose what to perform and create a programme for an audience. Sing and play musically To communicate the meaning of the words and clearly articulate them.	Sing songs from memory in unison and simple two-parts keeping a good singing posture. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing confidence, accuracy, fluency, control and expression Listen and sing back the melody using their voice or an instrument following pulse. Improvise with voice and instruments, with increasing accuracy and fluency following a solo leader. Sing and play musically Control their voice when singing, articulating the words clearly to communicate meaning. Listen with attention to detail and recall and reproduce sounds with increasing aural memory Listen and sing back the melody using their voice or an instrument following pulse. Clap and say back rhythms.
<i>Composing skills To include Games Singing Playing Improvisation Composition</i>	Explore and learn how sounds can be changed. Experiment and explore making different sounds with their voice. Explore the different sounds of instruments. Experiment and explore making a range of sounds with instruments. Imitate movement in response to music. Listen and respond to different songs or pieces of music in different styles creating imaginatively moving to the pulse (beat).	Improvise, making up my own rhythms and tunes. Distinguish between long and short sounds. Listen and clap back a short rhythmic and melodic pattern. Create a simple melody using three different notes. Personalised in creating an Autumn Composition Compose a musical story Represent sounds pictorially.	Improvise short, rhythmic patterns – sequences of long and short sounds. Compose short melodic patterns using up to five notes (tuned instruments/voice/technology). Use technology to compose and create their own symbols to represent sounds. Personalised in creating a SEA SCAPE Composition – Fingals Cave	Create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions. Use and understand staff and other musical notations Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Listen to the composition and reflect on it explaining how to improve their work. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Collaborate to create a simple melody and make musical decisions about pulse, rhythm, pitch, dynamics and tempo in class compositions. Improvise and manipulate ideas within musical structures Copy back with instruments, without and then with musical notation. Use and understand staff and other musical notations Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Listen to the composition and reflect on it explaining how to improve their work.

				confidence, accuracy, fluency, control and expression. Personalised in learning to play an instrument led by an instrumental tutor, currently the clarinet.	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 it's 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.

