

The teaching of Music enables personal expression and reflection. We aim for music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement and allowing them to develop their own appreciation of music. Music is planned in-line with the statements laid out in the national curriculum and we use Sing Up to ensure our curriculum is progressive. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. In lessons, children explore and understand the 'building blocks' of music such as dynamics and musical notation and technical vocabulary such as volume, pitch, beat and rhythm.



## Musical Strands



### Listening and Responding

This strand emphasises the importance of purposeful, active listening in order to provoke personal responses. It gradually builds on the experiences by providing the child with opportunities to listen to a range of familiar and unfamiliar musical pieces, by focusing on a widening range of sound sources and by challenging the child to respond imaginatively.



### Performing

This strand focuses on the importance of using the voice, the first and most accessible instrument, and simple instruments or 'found' sources of sound. At first the child performs on tuned and untuned percussion instruments and later experiences melodic instruments (for example tin whistle or recorder).



### Composing

This strand seeks to develop the child's creativity and uniqueness, first and foremost by providing an avenue for self-expression. Children will select and sequence material from a range of sound sources available. This involves the child in listening and in deciding which source best suits the purpose and best captures the essence of what he/she wants to communicate or portray. Finally we focus on evaluating composing process.

	1	2	3	4	5	6
<b>Nursery</b>	Let's Be Friends	This Is Me	Animal Tea Party	Let's Jam	Travel and Movement	I've Got Feelings
<b>Reception</b>	I've Got a Grumpy Face	Witch Witch	Shake My Sillies Out	Five Fine Bumblebees	Slap Clap Clap	Down There Under the Sea
<b>Year 1</b>	Menu Song *	Colonel Hathi's March	Football *	The King is in The Castle	Cat and Mouse	Come Dance with Me *
<b>Year 2</b>	Tony Chestnut*	The Rock Pool Rock	Grandma Rap*	Orawa	Mini Beasts	Tanczomy Labada*
<b>Year 3</b>	I've Been to Harlem *	Clap Rap	Latin Dance *	March from the Nutcracker	Glockenspiel *	Samba with Sergia
<b>Year 4</b>	Pink Panther Theme	This Little Light of Mine *	Spain	Doot Doot Song*	My Fantasy Football Team	Glockenspiel *



## Support and Challenge



- Lessons are scaffolded so children can hear the structure, pace, tone etc frequently and work is repeated to build understanding. Physical resources, or touch, will be used to help children feel rhythm/pulse.
- Support can be offered through adult, peer or group work.
- Examples of word signs or gestures will be used as prompts in lessons and performances.
- Children may be challenged to take different roles or solo performances. Children could also lead such as in call and response.
- Children could be introduced to a larger section of instruments or notes.