



Music

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Music Intent and Implementation

Why do we teach music?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement as they learn to compose, sing and listen critically to music.

What is our curriculum aim?

The national curriculum for music aims to ensure that all pupils:

- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

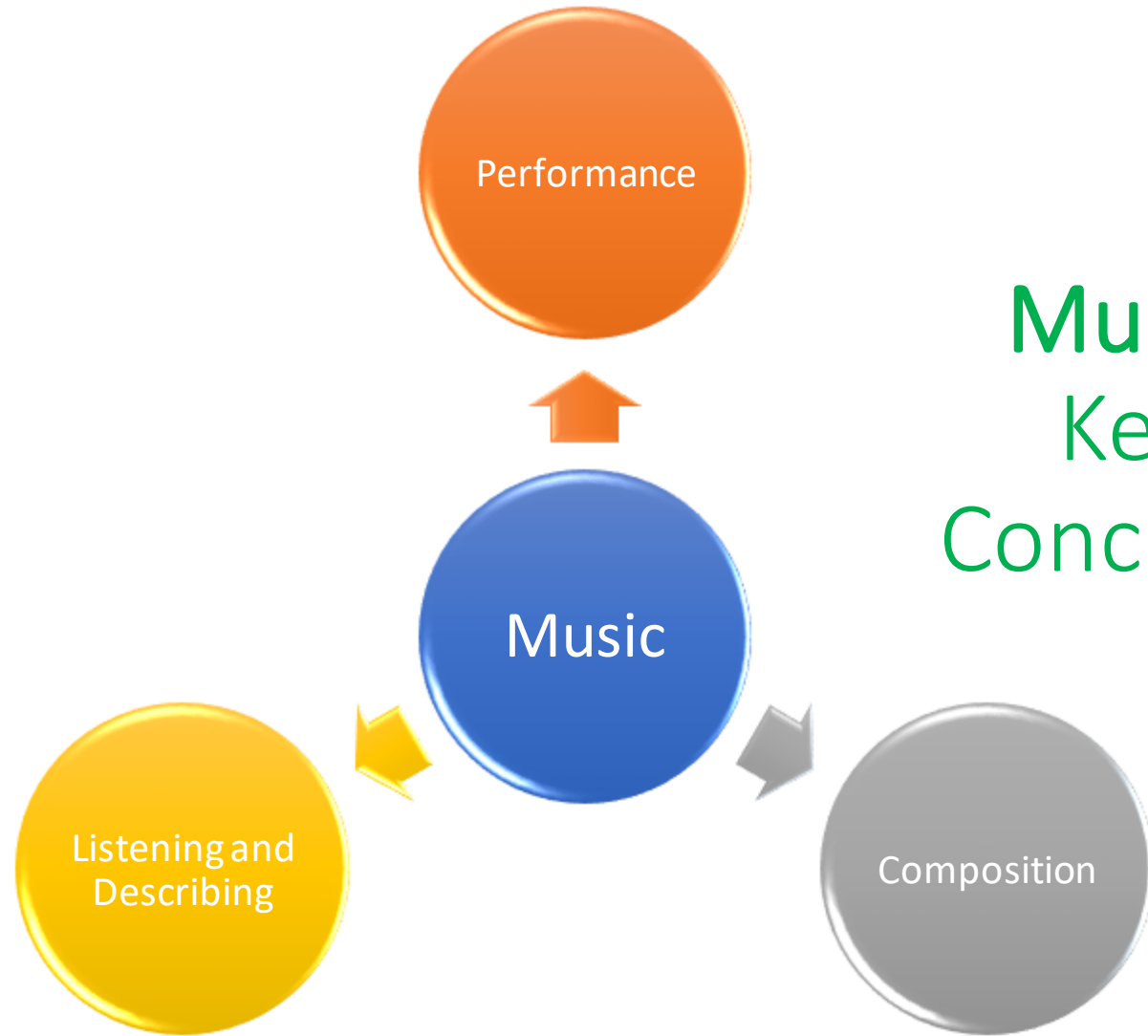
We aim to offer a range of additional music activities the children can be involved with including, Peripatetic lessons, together with one-off projects such as KS1 assemblies and end of term productions.

Music is integrated into all parts of society and by developing some understanding about the impact music has on us, the children will see the purpose and importance of music in our everyday lives.

Music Intent and Implementation

How is Music taught at Shinfield Infant and Nursery School?

- Music at Shinfield Infant and Nursery School is taught by a combination of class teachers, Music specialists and the Music lead in assemblies. In addition to the specific music lessons, which are designed to develop skills, children will be exposed to a range of diverse music and musical styles as part of their topic learning. Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- In Nursery children begin to develop the foundations of Music through exploration and play, moving and dancing, vocalizing and singing and hearing and listening. This is represented in development matters. This is taught discretely within the continuous provision throughout the day and through some focus activities. This continues into F2.
- KS1 begin formal weekly Music sessions in September and follow an annual plan using the scheme Charanga. Charanga continues through the rest of the school. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation
- The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children across the school are given opportunities to perform to Parents. These are at the following times of the year:
 - Nursery- Christmas and Summer Term
 - Reception – Christmas Production
 - Year 1 – Class assemblies in the Spring Term
 - Year 2 – End of Year production in the Summer Term



Music Key Concepts

Music Content Spine

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			

Music Progression Map – Listening and appraising

Early Learning Goal – Expressive Arts

- **Sing a range of well-known nursery rhymes and songs**
- **Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.**

Year 1

- Know 5 songs off by heart.
- Know what the songs are about.
- Know and recognise the sound and names of some of the instruments they use.
- Know that music has a steady pulse, like a heartbeat.
- Know that we can create rhythms from words, our names, favourite food, colours and animals.
- Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Year 2

- Know five songs off by heart.
- Know some songs have a chorus or a response/answer part.
- Know that songs have a musical style.
- Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- Learn how songs can tell a story or describe an idea.
- Know that music has a steady pulse, like a heartbeat.
- Rhythms are different from the steady pulse.

Music Progression Map – Performing

Early Learning Goal – Expressive Arts

- **Sing a range of well-known nursery rhymes and songs**
- **Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.**

Year 1

Playing

- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing.
- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
- Listen to and follow musical instructions from a leader

Singing

- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader.

Year 2

Playing

- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing.
- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.

Singing

- Confidently sing or rap five songs from memory and sing them in unison.
- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader.

Music Progression Map – Composition

Early Learning Goal – Expressive Arts

- **Sing a range of well-known nursery rhymes and songs**
- **Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.**

Year 1

- Understand that composing is like writing a story with music.
- Know that everyone can compose.
- Help to create a simple melody using one, two or three notes.
- Learn how the notes of the composition can be written down and changed if necessary.

Year 2

- Understand that composing is like writing a story with music.
- Know that everyone can compose.
- Create a simple melody using one, two or three notes.
- Learn how the notes of the composition can be written down and changed if necessary.

1 – Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. *Which part did you play?*

Improvise using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 – Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform



1 – Listening: Rhythm In The Way We Walk & Banana Rap

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ?



2 – Musical Activities

Find the pulse!

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds.

Singing: Rap and sing the songs.

Have fun!

3 – Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



Have a think...

What did you like doing best?



Singing?



Rapping?



Playing?



Dancing?



Finding the pulse?



Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform



1 – Listening: In The Groove

You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk

Can you dance to all of these styles or move to the pulse? What about the other songs?

Are you “in the groove” Where is the groove? It’s inside of you!



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using one or two notes – C or C + D. Which part did you play?

Improvise using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

3 – Perform & Share

A class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Getting in the groove?



Words you need to know: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove



1 – Listening: Round And Round

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- Use your imagination to find the pulse!

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds.

3 – Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Singing and dancing and having fun!

Playing instruments using up to three notes – D or D, F, C + D. *Which part did you play?*

Improvise using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience



1 – Listening: Your Imagination

Find the pulse as you are listening to the music: Use your imagination as you move, What did you see as you listened and closed your eyes?

The instruments/voices you can hear: Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs ?



2 – Musical Activities

Find the pulse!

- Can you be a pop star finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing and have fun using your imagination

Playing instruments using one or two notes: C or C + G. *Which part did you play?*

3 – Perform & Share

A class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.

Which notes did you use?

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

1 – Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo



Knowledge Organiser – Ho Ho Ho – Year 2, Unit 2

1 – Listening: Ho Ho Ho (A fun song about Christmas)

Find the pulse as you are listening to the music: Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



2 – Musical Activities

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B. *Which part did you play?*

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

3 – Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?



Singing?



Rapping?



Dancing?



Playing?



Listening?



This unit is about Christmas and having fun!

Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- You decide what you will be.

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Being a rock star?



This unit is about playing together in a band and rock music

Words you need to know: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



1 – Listening: Zootime

Find the pulse as you are listening to the music: Dance, wiggle, march, clap.

Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- Be an animal of your choice

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Singing and dancing and having fun!

Playing instruments using up to two notes – C or C + D. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about animals and Reggae music

Words you need to know: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



Knowledge Organiser – Friendship Song – Year 2, Unit 5

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel



2 – Musical Activities

Find the pulse!

- You can decide how to find the pulse!

Clapping Rhythms

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes
– C or E and G. *Which part did you play?*

Improvise using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.
Which notes did you use?

3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about being friends

Words you need to know: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

