



Music

Intent and Implementation

Key Concepts

Content Spine

Progression Maps

Knowledge Organisers

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?

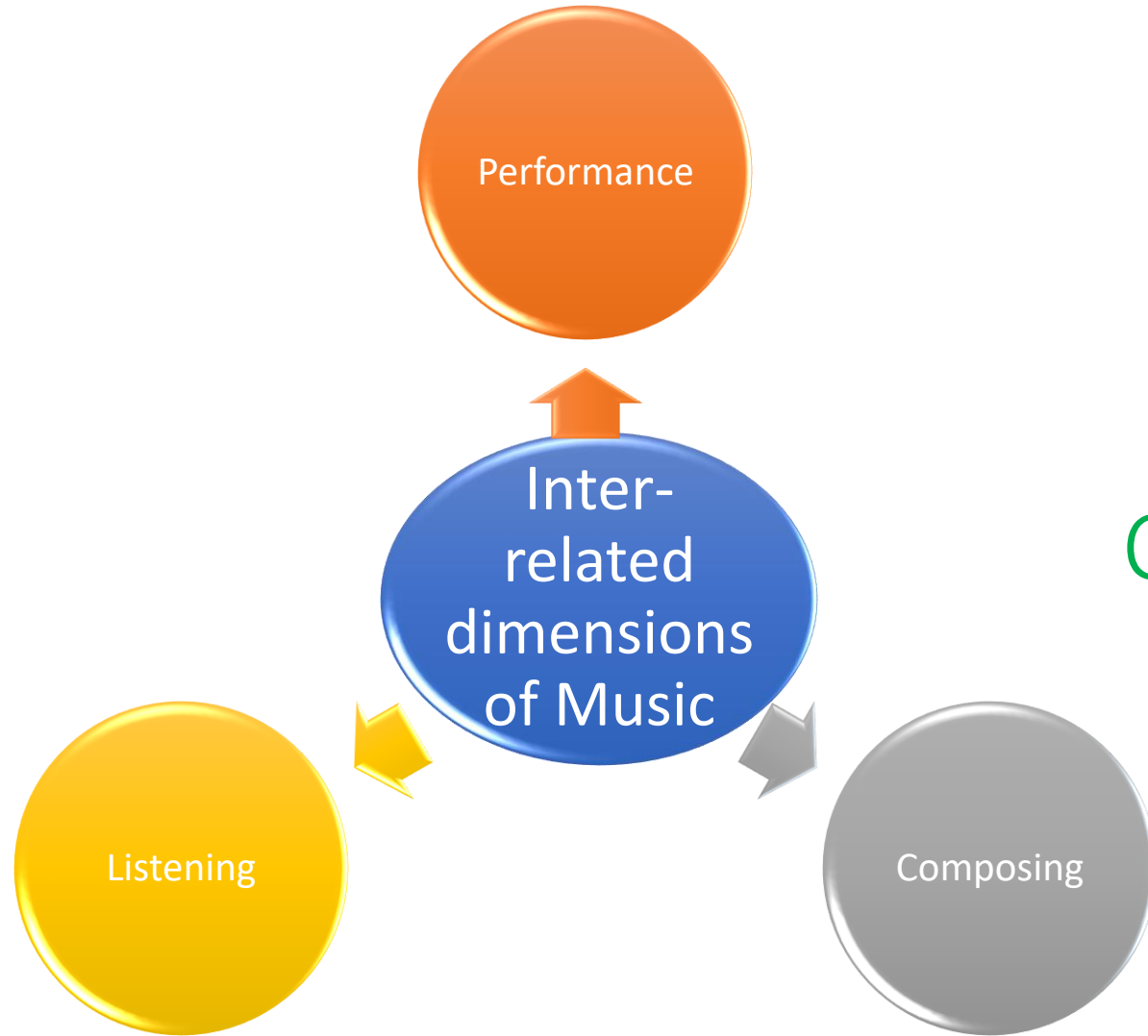
The national curriculum for music aims to ensure that all pupils:

- 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
- Our use of Kapow Primary music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

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 and music specialists. 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, vocalising 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 reception where music lessons will begin to be taught formally as a whole class using the Kapow Music scheme.
- KS1 will have formal weekly music sessions following an annual plan using the Kapow Music scheme. Any scheme updates will be embedded into the curriculum. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.
- Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:
 - ✓ **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
 - ✓ **Increasing depth:** Each time a skill or area of knowledge is revisited it, is covered with greater depth.
 - ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.
- 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

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big band

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pulse and rhythm (Theme – All about me)	Tempo(Theme -Snail and Mouse)	Pitch and Tempo (Theme – Superheroes)	Timbre and Rhythmic patterns (Theme – Fairytales)	Musical Vocabulary (Theme – Under the sea)	Vocal and Body sounds (Theme – by the sea)

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
West African call and response song. (Theme – animals)	On this Island: British songs and sounds	Musical me	Myths and legends	Orchestral instruments (Theme- Traditional stories)	Dynamics, timbre, tempo and motifs (Theme – Space)

Music Progression Map – Listening

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

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.

Year 2

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.

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

- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

Year 2

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear.

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

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.

Year 2

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.

Music Progression Map – The inter-related dimensions of music

The inter-related dimensions of music are: • Pulse • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure • Appropriate musical notation

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

Pitch -To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.

Duration -To know that rhythm means a pattern of long and short notes.

Dynamics - To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g through dynamics.

Tempo -To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.

Timbre - To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.

Texture -To know that music has layers called 'texture'.

Structure To know that a piece of music can have more than one section, eg a verse and a chorus.

Notation To understand that music can be represented by pictures or symbols.

Music Progression Map – The inter-related dimensions of music

The inter-related dimensions of music are: ● Pulse ● Pitch ● Duration ● Dynamics ● Tempo ● Timbre ● Texture ● Structure ● Appropriate musical notation

Year 2

Pitch - To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.

Duration - To know that rhythm means a pattern of long and short notes.

Dynamics - To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g through dynamics.

Tempo -To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.

Timbre - To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.

Texture - To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.

Structure - To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.

Notation - To know that 'notation' means writing music down so that someone else can play it. To know that a graphic score can show a picture of the structure and / or texture of music.

Year 1: Classical music, dynamics and tempo

Musical style: Classical

Listening and moving our bodies to classical music.



Vocabulary

Chant

Saying words in rhythm.

Round

A song which is sung by two groups of people. One group starts singing, then the other group begins shortly after. The first group finishes first.

Tips for performing



Smile and sit smartly



Start and stop playing at same time



Play at the same speed and volume



Keep your hands to yourself



Be silent at the beginning and at the end of the performance



Take a bow at the end

Dynamics

The volume of the music (loud or quiet).

Loud



Quiet



Tempo

The speed of the music (fast or slow).

Fast



Slow



Rhythm

A pattern of long and short sounds.



Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Untuned percussion

Percussion instruments you cannot play a tune on.



Drum

Maracas



Tambourines



Claves



Tuned percussion

Percussion instruments you can play tunes on.

Glockenspiel



Chime bars



Xylophone



Year 1: Pulse and rhythm

Musical style: Pop music

Listening to and performing pop songs about friendship.



Pop music usually has a strong pulse which means it is easy to dance 'in time' with the music. It often has a simple melody that is easy to sing along to.

Vocabulary

In time

Clapping, dancing, singing or marching at the same speed as the music.

Instruments

Untuned percussion



Pulse

The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm

A pattern of long and short sounds.



Body percussion

You can use your body as an instrument to play in time with the music too.

Tapping foot

Clicking fingers



Clapping



Contrast

Different parts in a piece of music.

Warm up

Getting the voice and body ready to sing.

Beat



The heartbeat of the music.

Singing voice

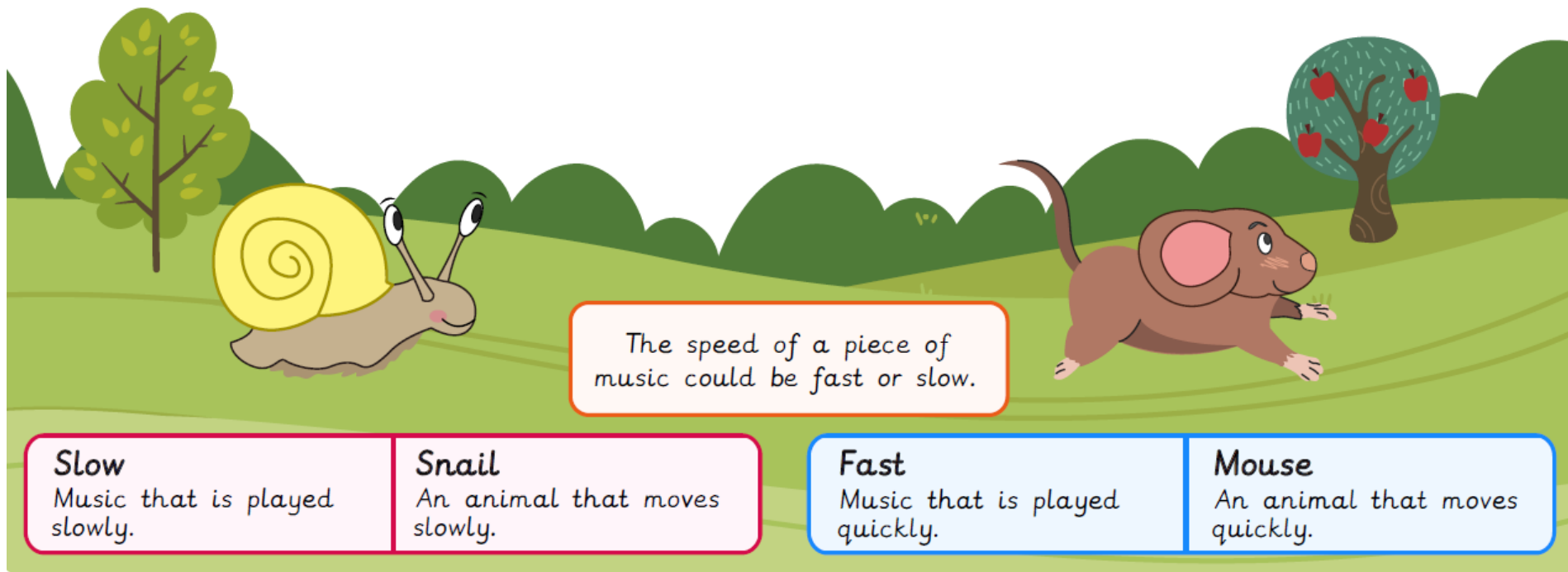


Using the voice to sing different sounds that can be high and low.

Speaking voice



Using the voice to speak with a beat.



The speed of a piece of music could be fast or slow.

Slow

Music that is played slowly.

Snail

An animal that moves slowly.

Fast

Music that is played quickly.

Mouse

An animal that moves quickly.

Year 1: Pitch and tempo (Superheroes)

Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

Pitch

How high or low a sound is.



Tempo

The speed of the music (fast or slow).



Vocabulary

Accelerando

A musical term to describe when the speed of the music gets faster and faster.

Compose

To create or write an original (new) piece of music.

Instruments

Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Tuned percussion

Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

Untuned percussion

Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Claves



Maracas



Year 1: Timbre and rhythmic patterns (Fairytales)

Musical style: Classic music

We are listening to a classical 'symphonic fairytale' called 'Peter and the Wolf' composed by Prokofiev in 1936.



A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

Vocabulary

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Pulse The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm A pattern of long and short sounds.



Instruments

Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

Peter - Violin



Cat - Clarinet



Hunter - Timpani



Duck - Oboe



Grandfather - Bassoon

Wolf - French horn



Bird - Flute



Year 1: Musical vocabulary (Under the sea)

Creating music to show life under the sea.



Instruments



Celeste

Glockenspiel



Bells

Triangle



Chime bars

Vocabulary

Pulse

The heartbeat of the music. Sometimes called the beat.

Dynamics

The volume of the music (loud or quiet).



Tempo

The speed of the music (fast or slow).



Timbre

The quality of sound e.g. smooth, scratchy, twinkly.



Pitch

How high or low a sound is.



Rhythm

A pattern of long and short notes.



Year 1: Vocal and body sounds (By the sea)

Musical style: Classical (20th Century)

Listening to music related to the sea.



Vocabulary

Pitch How high or low a sound is.

Timbre The "quality" of sound e.g. smooth, scratchy, twinkly.

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Musicians often use instruments, vocal sounds and body percussion to represent something else.



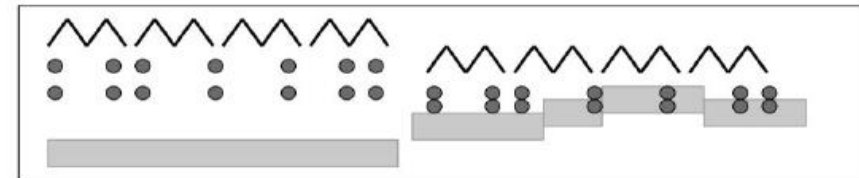
Dynamics The volume of the music (loud or quiet).



Tempo The speed of the music (fast or slow).



Graphic score Pictures, symbols, lines or shapes to represent sound.



Untuned percussion

Percussion instruments you **cannot** play a tune on.



Tuned percussion

Percussion instruments you can play tunes on.



Year 2: West African call and response song

Musical style: Call and response

Call and response is like a question and answer in music. It appears in lots of music from around the world, like gospel, blues and hip hop.



Structure

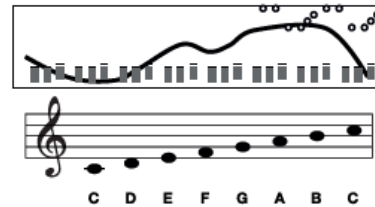
How the music is organised into different sections.

VERSE - A
CHORUS - B
BRIDGE - C

ABABC B

Notation

How the music is written down.

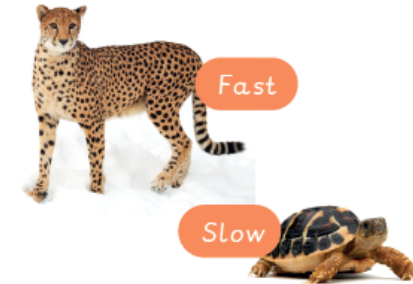


Vocabulary

Dynamics The volume of the music (loud or quiet).



Tempo The speed of the music (fast or slow).



Timbre

The quality of sound e.g. smooth, scratchy, twinkly.



Instruments

Tuned Percussion

Instruments that can play notes of different pitches, making higher and lower sounds.



Glockenspiel

Kalimba



Untuned percussion

Instruments played by shaking, tapping or scraping with your hand or a beater.



Djembe drums

Bongo drums



Cabasa



Rhythm

A pattern of long and short notes.



Call and response

One person sings or plays something, and others sing or play something back, in reply.



Year 2: On this island

Musical style: British folk music

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.



Vocabulary

Inspiration

Something that gives you an idea about what to create.



Motif

A short melody that is repeated over and over again.

Soundscape

A piece of music that describes a landscape.

Instruments

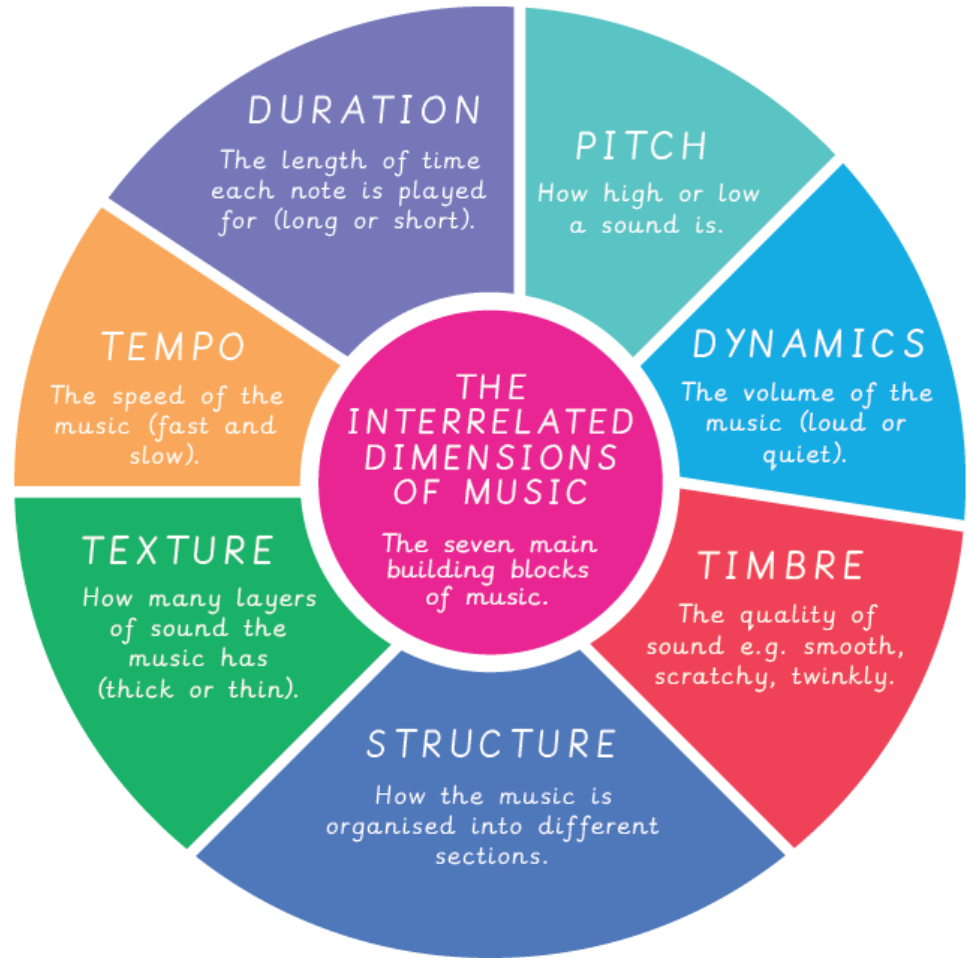
Vocal sounds

Sounds made with your vocal chords, such as talking, singing, humming and shushing.



Body percussion

When you hit, tap, or scrape your body to make a sound, as you would do with a percussion instrument, e.g. slapping your leg, tapping your foot.



Year 2: Musical me

Musical style: Folk

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

Composition An original piece of music that has been created.

Pulse The heartbeat of the music. Sometimes called the 'beat'.

Melody Patterns of different pitches (high and low notes).

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Dynamics The volume of the music (loud or quiet).

Rhythm Patterns of long and short sounds.

Instruments



Glockenspiel

Chime bars

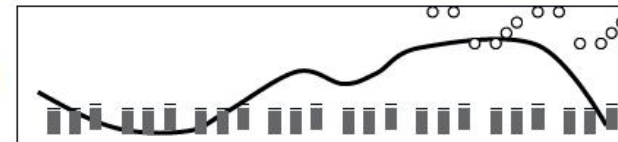
Compose To create or write an original (new) piece of music.



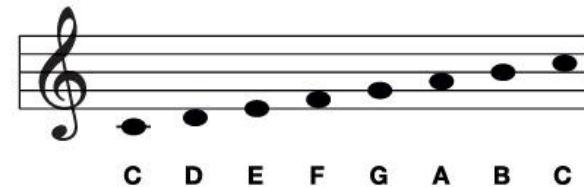
Composer A person who creates and writes an original piece of music.

Notation How the music is written down.

Graphic score



Stave and letter musical notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

Year 2: Myths and legends

Vocabulary

Rhythm A pattern of long and short notes.

Layers The different instruments, rhythms or melodies that build the overall texture.

Melody An arrangement of notes which sound tuneful.

Dynamics The volume of the music (loud or quiet).

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Pitch How high or low a sound is.

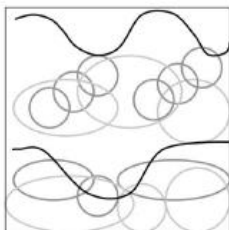
Verse A repeated section of a song that usually has different words (lyrics) each time it is repeated.

Chorus A repeated section of a song that usually has the same words (lyrics) each time it is repeated.

Instrumental A section of a song which is performed by instruments and has no vocals.

Graphic score

Pictures, symbols, lines or shapes to represent sound.



Structure

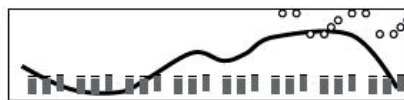
How the music is organised into different sections.

VERSE - A
CHORUS - B
BRIDGE - C

ABABC B

Notation

How the music is written down.



Texture

How many layers of sound the music has (thick or thin).

Thin



Thick



Tips for performing



Smile and sit smartly



Start and stop playing at same time



Play at the same speed and volume



Keep your hands to yourself



Be silent at the beginning and at the end of performance



Take a bow at the end

Music - Orchestral instruments

Musical style: Orchestral

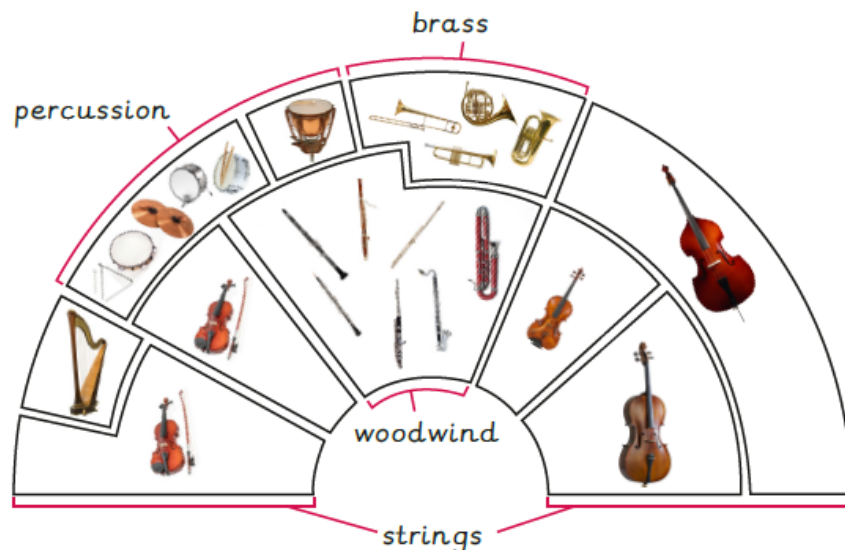
Orchestral music is music that is played by an orchestra. It is usually classical or film music but sometimes orchestras play other types of music too.

strings	Instruments that are played by plucking or bowing strings.
woodwind	Instruments that make sound by blowing air through a reed or small mouthpiece.
brass	Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.
percussion	Instruments which are played by shaking, tapping or scraping with your hand or a beater.
dynamics	The volume of the music (loud or quiet).
sound effects	A sound created to represent something in a film, television programme or a play.
tempo	The speed of the music (fast or slow).
timbre	The quality of sound e.g. smooth, scratchy, twinkly.
vocals	Using your voice in a piece of music.

Instruments

orchestra

A group of instruments that play together.



Music - Dynamics, timbre, tempo and motifs

Musical style: **Orchestral**

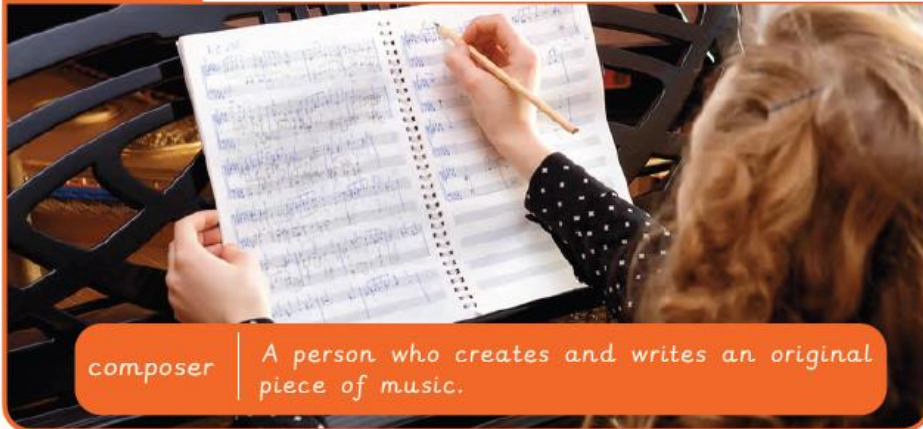
Orchestral music is music that is played by an orchestra. It is usually classical or film music, but orchestras do play other types of music too.



Vocabulary

compose

To create or write an original (new) piece of music.



composer

A person who creates and writes an original piece of music.

composition

An original piece of music that has been created.

dynamics

The volume of the music (loud or quiet).

motif

A short melody that is repeated over and over again.

soundscape

A piece of music that describes a landscape.

timbre

The quality of sound e.g. smooth, scratchy, twinkly.

tempo

The speed of the music (fast and slow).

Instruments

orchestra

A group of instruments that play together.



percussion

woodwind

keyboards

brass

strings

conductor

strings

Instruments that are played by plucking or bowing strings.

woodwind

Instruments that make sound by blowing air through a reed or small mouthpiece.

brass

Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

percussion

Instruments that are played by striking, beating or shaking the instrument.