

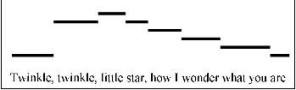
Lilliput C.E Infant School

Music RECEPTION Core Purpose Long Term Overview	
Rationale, Methodology and Pedagogy	Within the inter-related dimensions of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built. There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught: Musicianship - The development of musical discipline, skills and knowledge as a performer - Taught and experienced through listening, chanting, singing, body percussion and instruments Notation - The development of skill and knowledge in reading and writing music Creativity - Sound exploration, experimentation, improvisation and composition - The creative application of musicianship, including effective use of the interrelated dimensions Appreciation - Experiencing and understanding a rich variety of music - Incorporating music of the western classical tradition, traditional music from around the world and popular music Presentation - The development of skills needed for more formal performing to an audience We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression. Consequently, our sequence of teaching within each term's unit of work follows the following structure: - Revisit prior learning - Teach new skills through the medium of body percussion and voice - Consolidate and practise learning using instruments - Apply learning through creative music-making - Demonstrate learning through presentation Our core Scheme is 'Jolly Music' - Beginners Level which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage and musical enrichment. The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection.

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EYFS Framework Requirements	Children in Reception will be learning to: Communication and language Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELGS: Expressive arts and design: 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.		
Term	AUTUMN Pupils can ...	SPRING Pupils can ...	SUMMER Pupils can ...
Objectives	- Distinguish between high and low (1) - Show high and low pitches with hand movements (1) - Understand the word 'pitch' (1) - Respond to sung signals with words (1) - Respond to signals showing when they sing/speak and when teacher sings/speaks (1) - Perform actions in time to pulse, individually and in pairs (1,5) - Understand the concept of the pulse as a musical 'heartbeat' (1) - Understand the word 'pulse' (1) - Find the pulse in a song or rhyme (1) - Sing songs with 2 pitches (so/mi) (1) - Perform a song or rhyme solo (1,5) Produce their voices in different ways (1) - Distinguish between fast and slow (1) - Alter the speed of a song by changing the pulse (1) - Distinguish between loud and quiet (1) - Alter the dynamics of a song or rhyme (1) - Distinguish between singing and speaking/chanting (1)	Consolidate prior learning as necessary - Distinguish between high, low and middle pitches (1) - Show high, low and middle pitches with hand movements (1) - Respond to sung signals without words (1) - Perform in a mixture of their singing / speaking voices (1, 5) Change voice production during a song/rhyme at a given signal (1) - Use their 'thinking voices' when performing (1) - Perform actions in time to pulse, individually, in pairs and changing partners (1,5) - Tap / clap the rhythm of words (1) Travel to the pulse in different ways, e.g. walk, trot (1) - Learn songs and rhymes with rest beats (1) - Perform an action in a rest (1) - Improvise pulse actions (1, 3) - Improvise actions and sounds in rests (1, 3) - Understand what a rest beat is (1) - Begin to learn longer songs and rhymes e.g. with 2 verses (1) - Sing songs with 3 pitches (1)	Consolidate prior learning as necessary - Respond to a wider variety of sung signals with and without words (1) - Sing songs starting on different pitches, e.g. Greetings Song (1) - Sing to match someone else's pitch (1) - Perform actions in time to pulse, individually and in pairs and changing partners, moving to more complex actions and movement sequences (1,5) - Count the beats in songs and rhymes (1) - Understand the word 'rhythm' (1) - Recognise songs and rhymes that share the same rhythms (1) - Identify a song or rhyme by its rhythm (1) - Understand how pulse can be represented visually using pictures or symbols (2) - Show rest beats physically using hand movements (1) - Begin to perform musical question and answer phrases (1) - Sing a wider variety of songs with 2,3 and 4 pitches - Explore sounds of instruments to complement events in a story or rhyme, eg drum for footsteps, maraca for rain. (3)

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Listening and Appreciating Music (4)	- Listen attentively to and talk about music expressing their feelings and responses (4) - respond to changes in rhythm - clap and sing back simple rhythms - listen carefully to rhymes and songs, paying attention to how they sound (4) Choices of listening: Evelyn Glennie Playing Around The Office Part 1 – Cajons - YouTube Evelyn playing percussion. Evelyn Glennie - "Clapping Music" - YouTube The Percussion Family - YouTube The percussion section in an orchestra Just the first minute until 1min 5 secs Relax Music Diwali Music Flute Instrumental - YouTube Children could clap to the beat. Festival songs For Kids Diwali Song - YouTube 30 minute medley Early Years - Nursery Rhymes BBC Teach - YouTube Rondo alla Turca (Mozart) 1783 Rondo Alla Turca- Mozart - YouTube	<u>Ask questions such as:</u> (4) - What sounds can you hear in this music? - How does this music make you feel? - What does this music make you think of? - Clap and sing back different rhythms. - listen carefully to rhymes and songs, paying attention to how they sound (4) Choices of Listening: Four Seasons ~ Vivaldi - YouTube Beethoven Moonlight Sonata with Night Ocean Waves Sounds (2 hours) - YouTube The ocean waves have been added to this piece of music. Relaxing Music - Flute, Gentle Birds and Rainforest Sound - YouTube Rainforest sounds Best Classical Music Moments From Mozart in the Jungle - YouTube Mars from The Planets (Holst) - 1914 Holst: The Planets, 'Mars' - BBC Proms - YouTube	Listen to a variety of different styles of music, look at Chronology repertoire in Bold. (4) <u>Ask questions such as:</u> - What sounds can you hear in this music? - How does this music make you feel? - What does this music make you think of? Tchaikovsky, Waltz from Sleeping Beauty - YouTube Dance of the Sugar Plum Fairy from The Nutcracker (The Royal Ballet) - YouTube Sugar Plum Fairy by Tchaikovsky - GlassDuo LIVE (glass harp) - YouTube The Flight of the Bumblebee - YouTube By Rimsky Korsakov Flight of the bumblebee listening map - YouTube – Using a Symbol map. Flight of the Bumble Bee xylophone - YouTube -Just on the Xylophone The National Anthem - God Save the Queen - YouTube Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown) Fanfarra Cabua Le Le - Sergio Mendes - YouTube
Composing and Performing (2) (3) (5)	- experiment with making sounds using voices and percussion. (3) - Read pictorial representation of high and low pitch   - Perform own representation	- encourage use of different rhythms when using a range of percussion instruments. Play to a small group. (3) (5) - Read pictorial representation of high/low pitch (3) - play loud and soft sounds (dynamics) / perform to a small group.	Create a piece of music using at least two different percussive instruments, using different rhythms for each instrument, play to an audience. (3) (5)

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By the end of Reception, **KEY KNOWLEDGE:**

- Join in and sing simple well-known rhymes and songs. Sing in unison. Sing songs with a verse and a chorus.
- Move their bodies, demonstrating an increasing awareness of fast/slow, loud/quiet. Using their voice to experiment making high/ low sounds.
- Demonstrate a sense of pulse when clapping/tapping/marching along with the teacher when singing or chanting
- Participate actively in musical activities for a small class-based audience/ group
- Share and take turns when music making
- Begin to play classroom instruments with control and awareness of others, showing the beginnings of composition.
- Have listened appreciatively to different styles of music and be able to say how they feel
- Be able to clap/ sing back short simple rhythms. Respond to changes in rhythm.
- Read pictorial representation of high and low pitch. Perform own representation with a choice of own instruments.

WHAT CAN CHILDREN DO BY THE END OF EACH TERM? Reception		
AUTUMN	SPRING	SUMMER
Children will: • Respond appropriately to signals showing whether it is their turn or the teacher's turn to sing or chant • Join in with songs and rhymes • Show an awareness of musical heartbeat / pulse • Be able to start to express how they feel about a piece of music. • To have started using their own voice and percussion to create music. <u>Key language:</u> pulse, steady beat, fast, slow, loud, quiet, pitch, high, low, verse, chorus percussion instrument name.	Children will: • Sing/chant some songs/rhymes by heart • Perform sounds or actions in time to a pulse • Distinguish between high and low pitches • Starting to identify what sounds they can hear in the music. • Using a range of rhythms when composing and performing. <u>Key language:</u> pulse, fast, slow, loud, quiet, pitch, high, low, short, long singing voice, short, long, speaking voice, thinking voice, rest beats, percussion instrument names.	Children will: • Clap rhythms of words in simple songs and rhymes • Sing simple songs with a sense of melodic shape • Identify some simple songs, rhymes and musical signals • Begin to select instruments for purpose. • Listened and appreciated different styles of music. • Creating own music using different rhythms for each percussion instrument. Perform to a wider audience. <u>Key language:</u> pulse, fast, slow, loud, quiet, pitch, high, low singing voice, speaking voice, thinking voice, rest beats rhythm, melody

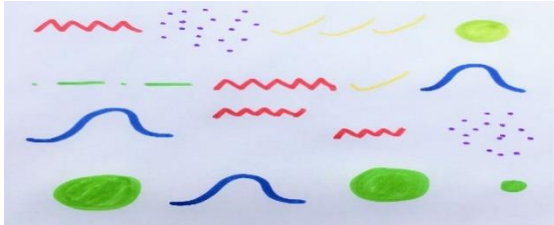
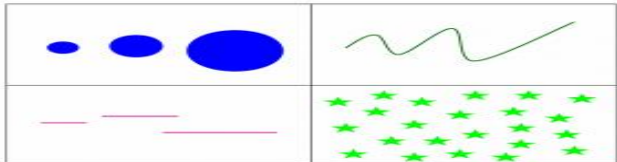
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Music YEAR ONE	
Core Purpose Long Term Overview	
Rationale, Methodology and Pedagogy	Within the inter-related dimensions of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built. There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught: 6. Musicianship - The development of musical discipline, skills and knowledge as a performer - Taught and experienced through listening, chanting, singing, body percussion and instruments 7. Notation - The development of skill and knowledge in reading and writing music 8. Creativity - Sound exploration, experimentation, improvisation and composition - The creative application of musicianship, including effective use of the interrelated dimensions 9. Appreciation - Experiencing and understanding a rich variety of music - Incorporating music of the western classical tradition, traditional music from around the world and popular music 10. Presentation - The development of skills needed for more formal performing to an audience We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression. Consequently, our sequence of teaching within each term's unit of work follows the following structure: - Revisit prior learning - Teach new skills through the medium of body percussion and voice - Consolidate and practise learning using instruments - Apply learning through creative music-making - Demonstrate learning through presentation Our core Scheme is 'Jolly Music' - Level 1 which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage of National Curriculum requirements in line with the 2021 Model Music Curriculum. The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection. See Model Music Curriculum for suggested listening.

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NC Requirements	KS1 Children should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Term	AUTUMN Pupils can ...	SPRING Pupils can ...	SUMMER Pupils can ...
Objectives	• Apply musical skills in increasingly complex games (1) • Develop repertoire of sung musical signals and their responses (1) • Sing a short song at a different pitch from a previous person (1) • Sing simple songs starting on 3 itches without being told whether the starting pitch is low, medium or high (1) • Show melodic shape with hand movements ('musical pencils') (1) • Distinguish between pulse and rhythm (1) • Walk the pulse played on a percussion instrument (1) • Begin to use dynamic contrast (1) • Improvise answers to sung questions (1, 3)	• Consolidate prior learning as necessary • Continue to apply developing musical skills in increasingly complex games (1) • Continue to develop repertoire of sung musical signals and their responses (1) • Show melodic shape with whole body movements (1) • Sing a range of musical 'question and answer' greetings (1) • Recognise the 'so mi' interval in simple songs and show with hand movements (1) • Alter the melody of known songs (1, 3) • Use thinking voices and musical 'question and answer' phrases to develop rhythmic skill (1) • Echo short rhythms performed by the teacher (1) • Fragment simple songs into melodic beats (1) • Develop understanding of rest beats (1) • Improvise words to rhythms (1, 3) • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) (1, 3)	• Consolidate prior learning as necessary • Continue to apply developing musical skills in increasingly complex games (1) • Consolidate and develop repertoire of sung musical signals and their responses (1) • Show 'so' and 'mi' pitches sung by the teacher in random order (1) • Learn the solfa names and handsigns for 'so' and 'mi' (1) • Analyse the melodic changes made to known songs (1) • Show accents in a song (1) • Perform pulse and rhythm together in groups, using thinking and singing voices (1, 5) • Recognise how rhythm patterns can occur in more than one song (1) • Show the gesture to mark a rest beat (1) • Begin to use the solfa pitch names 'so' and 'mi' (1) • Begin to use the rhythm names 'ta' and 'titi' (1) • Begin to visually represent rhythm with pulse (1) • Begin to understand the relationship between pulse and rhythm (1) • Recognise songs from rhythm pictures (1) • Show written crotchet / quaver symbols using stick notation (2) • Understand basic 'dot' pitch notation (2) • Add solfa names to pitch pictures (1, 2) • Sing simple songs from pitch pictures, using solfa names (1, 2) • Recognise how graphic notation can represent created sounds. Explore and invent own symbols, eg (1, 2, 3) 

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Listening and Appreciating Music (4)	Identify when the mood of a piece changes (4) Identify the difference between pulse and rhythm Listen to recordings of their own work in order to improve. Two things they liked and one thing they could improve. How do they feel about a piece of music? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? KS1 Online Learning 'I am a Robot' 1 of 3 - YouTube I am a Robot – Also introduces sign language, pitch, loud and soft and The full orchestra Percussion section - wearing pink shirts String section wearing blue shirts Woodwind section wearing red shirts Brass section wearing green shirts Finding an instrument that you can Tap, Shake or scrape (children create own instruments) or can use a Guiro, Two tone woodblock, maraca or shaker. KS1 Online Learning 'I am a Robot' 2 of 3 - YouTube You will need the percussion instruments for lesson 2 which focuses on pulse, rhythm, playing percussion, loud and soft. Final performance with the percussion instruments. KS1 Online Learning 'I am a Robot' 3 of 3 - YouTube Focussing on Pulse, Rhythm, creating own structure to the music. Rondo alla Turca (Mozart) 1783 – What instruments can they hear? Rondo Alla Turca- Mozart - YouTube	- What sounds can you hear in this music? - Can they hear the pulse in a piece of music? (4) - How does this music make you feel? - What does this music make you think of? Mars from The Planets (Holst) - 1914 Holst: The Planets, 'Mars' - BBC Proms - YouTube Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown) Fanfarra Cabua Le Le - Sergio Mendes - YouTube Re- cap on music heard in Reception. Has their opinion changed? What sections of the orchestra can they hear? Do they have any preferences and why? Why do the above 2 pieces sound so different? Choose other songs from the Listening music for Key Stage 1 to listen and appreciate. Guess the Sound Game 20 Sounds to Guess - YouTube - Listening to a variety of 20 sounds/ What did they hear? W. A. Mozart & L. Mozart: Toy Symphony, a Musical Joke - YouTube W. A. Mozart & L. Mozart: Toy Symphony, a Musical Joke March of the Toys from "Babes In Toyland" - YouTube Toy Story (1995) Soundtrack Music By Randy Newman - YouTube You've Got A Friend In Me - Randy Newman (Toy Story Edition) - YouTube	- Can they respond to different moods in music and say how a piece of music makes them feel? (4) - Can they hear any repeated patterns/ melodies? - What does this music make you think of? - Is there a main instrument or section of the orchestra? - XT - Can they describe how sounds are made and changed? Traditional Hindu Music Madhyalaya Instrumental Indian Music - YouTube Anoushka Shankar - Indian Classical Raga - YouTube This has a melodic framework for improvisation. Often includes ascending and descending scales. A mind-blowing Sitar player - YouTube – An individual Sitar player Spiritual Jewish Music - YouTube Choose other songs from the Listening music for Key Stage 1 to listen and appreciate.
Composing and Performing (2) (3) (5)	Create a composition improvised from an example - Use graphic scores to represent different instruments. Perform to a group. Use untuned instruments. (2) (3) (5)  use sounds to represent a scene picture or emotion, experiment to decide which is the most successful Listen to Evelyn Glennie (born 19 July 1965)	Using a mixture of symbols and voice to create music / graphic score. Perform to a group. Use at least one tuned and untuned instruments. Can they add sounds to a story?  (2) (3) (5)	Experiment playing tuned e.g chime bars, hand bells/untuned percussion in groups Know the names of the instruments they are playing move between slow and fast (tempo) long and short sounds (duration) low and high (pitch) Follow start stop hand signals (2) (3) (5) 

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By the end of Year 1, **KEY KNOWLEDGE:**

- Begin to sing a variety of songs tunefully, with expression, developing a repertoire of memorised songs.
- Vary tempo and dynamics in response to instruction (exploring creative ways in which the voice can be used)
- Repeat simple rhythms that fit in with a pulse and explain/ demonstrate what 'pulse' means
- Perform in front of the class, showing an understanding of behaviours necessary when performing
- Show growing control when playing a selection of instruments required in music making and performance
- To explore sounds created by playing 2 or more instruments together. Using tuned and untuned instruments. Starting to think about the structure of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music and to be able to answer rudimentary questions about what they are hearing.
- Be able to clap back longer rhythms. May include dynamics of loud and soft.
- Suggest ideas on how to make music using a basic graphic score to represent the musical ideas e.g. rising and falling pitch

WHAT CAN CHILDREN DO BY THE END OF EACH TERM?		
AUTUMN	SPRING	SUMMER
Children can: • To show the pulse in a song/rhyme/chant • To sing simple songs starting on different pitches • Begin to distinguish between pulse and rhythm • Use percussion instruments to accompany a rhythm • Start to use graphic scores • Listening to a range of music, noticing when the mood changes/ becomes louder/ quieter/ faster/ slower. <u>Key language:</u> pulse, rhythm, pitch, low, medium, high	Children can: • To physically show melodic shape • To copy short rhythms performed by the teacher • To begin to understand the concept of rest beats • To add sound effects to a story • Use a mixture of symbols and voice to create music/graphic score. • Listening to a range of music, starting to answer questions on what they are hearing and how it makes them feel. <u>Key language:</u> pulse, rhythm, pitch, low, medium, high so/mi, rest beats, tempo, duration	Children can: • To show a gesture to mark a rest beat • To begin to use the solfa pitch names 'so' and 'mi' • To begin to show solfa handsigns for 'so' and 'mi' • To begin to recognise and respond to graphic notation when creating a structure to their music in terms of a beginning, middle and end. • Listening to a range of music, starting to answer questions on what they are hearing and how it makes them feel. Can they recognise any main parts of the orchestra? <u>Key language:</u> pulse, rhythm, pitch, low, medium, high so/mi, rest beats rhythm patterns, rhythm pictures, notation, pitch notation, dynamics, pitch pictures, ta/titi

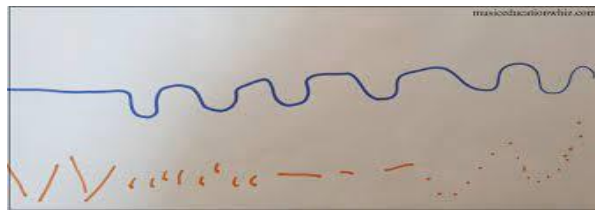
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Music YEAR TWO Core Purpose Long Term Overview	
Rationale, Methodology and Pedagogy	Within the inter-related dimensions of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built. There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught: 11. Musicianship - The development of musical discipline, skills and knowledge as a performer - Taught and experienced through listening, chanting, singing, body percussion and instruments 12. Notation - The development of skill and knowledge in reading and writing music 13. Creativity - Sound exploration, experimentation, improvisation and composition - The creative application of musicianship, including effective use of the interrelated dimensions 14. Appreciation - Experiencing and understanding a rich variety of music - Incorporating music of the western classical tradition, traditional music from around the world and popular music 15. Presentation - The development of skills needed for more formal performing to an audience We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression. Consequently, our sequence of teaching within each term's unit of work follows the following structure: - Revisit prior learning - Teach new skills through the medium of body percussion and voice - Consolidate and practise learning using instruments - Apply learning through creative music-making - Demonstrate learning through presentation Our core Scheme is 'Jolly Music' - Level 2 which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage of National Curriculum requirements in line with the 2021 Model Music Curriculum. The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection. See Model Music Curriculum for suggested listening.
NC Requirements	KS1 Children should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.

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Term	AUTUMN Pupils can ...	SPRING Pupils can ...	SUMMER Pupils can ...
Objectives	- Understand the correspondence between words, syllables and rhythms (1) - Perform rhythmic ostinati in 2 teams (1, 3) - Develop ability to discriminate between pulse and rhythm (1) - Recognise how rhythms can be similar or the same in different contexts (1) - Sing partner songs in 2 groups (1, 5) - Improvise new words to songs (3) - Begin to develop a sense of accented beats (1) - Perform familiar songs / rhymes at different tempi (1, 5) - Further develop ability to apply musical skills in increasingly complex games (1) - Develop thinking voices / inner hearing and apply to musical activities (1) - Continue to develop repertoire of sung musical signals and their responses (1) - Identify a simple song by its melody (1, 4) - Develop use of rhythm names and stick notation symbols for ta / titi rhythms (2) - Create visual representations of pitch in so/mi songs (1,2) - Use solfa names and handsigns for simple call and response so/mi greetings and songs (1)	Consolidate prior learning as necessary - Tunefully sing 'la so mi' songs (1) - Perform pulse actions with a partner (1, 5) - Understand that people can feel a musical heartbeat differently - some slower and some faster and demonstrate 2 pulses within a song / rhyme (1) - Begin to understand musical phrasing (1) - Continue to develop ability to apply musical skills in increasingly complex games involving teamwork and turn-taking (1) - Sight-read 4 beat rhythm cards (1, 2) - Identify and match rhythms of known songs / rhymes to stick notation (1, 2) - Copy 4 beat rhythms containing ta / titi, saying the rhythm names as they go (1) - Further develop ability to identify and respond to a range of musical signals (1) - Write 'so mi' tunes in simple rhythmic stick notation with solfa letter names to show pitches (2) - Sing simple 'so mi' songs to given ta / titi rhythms (1, 5) - Recognise and sing so/mi songs from visual representations (1, 2, 5) - Change melodies of so/mi call and response greetings (3) - Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) (3)	Consolidate prior learning as necessary - Perform the pulse in songs containing rests (1, 5) - Identify rest beats (1) - Perform actions and sounds in rest beats (1, 5) - Perform in musical teams as a mixed ensemble - one group performing rhythm and the other pulse (1, 5) - Understand the 'rest' symbol in written stick notation (2) - March to the pulse whilst clapping the rhythm of a song /rhyme (1) - Develop understanding of phrasing through musical question and answers (1) - Learn the solfa name and handsign for 'la' (1) - Create and respond to visual representations of pitch incorporating 'so mi and la' (2) - Recognise the same simple melodic phrases in different contexts (1) - Sing songs using rhythm names (1) - Further develop ability to apply musical skills in increasingly complex games involving teamwork and turn-taking (1) - Sight-read sequences of 4 beat rhythm cards (2) - Confidently identify and respond to a range of musical signals (1) - Use whole body movements to show 'so mi and la' (1) - Write 'la so mi' tunes in simple rhythmic stick notation with solfa letter names to show pitches (2) - Change melodies of 'la so mi' call and response greetings (3)
Listening and Appreciating Music (4)	Identify changes in tempo, dynamics and pitch Listen with increasing concentration and understanding to a range of high-quality live and recorded music. Can they identify particular features when listening to music? Can they begin to associate sounds they hear with different instruments? Can they independently identify the pulse in a piece of music and tap along? Hound Dog (Elvis Presley) 1956 (4) elvis presley-hound dog - YouTube - Carnival of the Animals (Saint-Saëns) – Complete version	Can they listen carefully to recall any short rhythmic patterns? Can they begin to recognise changes in timbre, dynamics and pitch? Are they able to recognise and name different instruments by sight? For the Beauty of the Earth (Rutter) – 1980 (4) For the Beauty of the Earth - John Rutter, The Cambridge Singers, City of London Sinfonia - YouTube	Listen to simple inter-related dimensions of music Verbally recall what they have heard in terms of changes in timbre, dynamics and pitch. Begin to identify key parts of the orchestra e.g Brass, String, Woodwind, Percussion. Begin to say what they like and dislike using musical terms. Can they evaluate and improve their own work and give reasons? What a Wonderful World (Louis Armstrong) – 1967 (4) Louis Armstrong - What a wonderful world (1967) - YouTube

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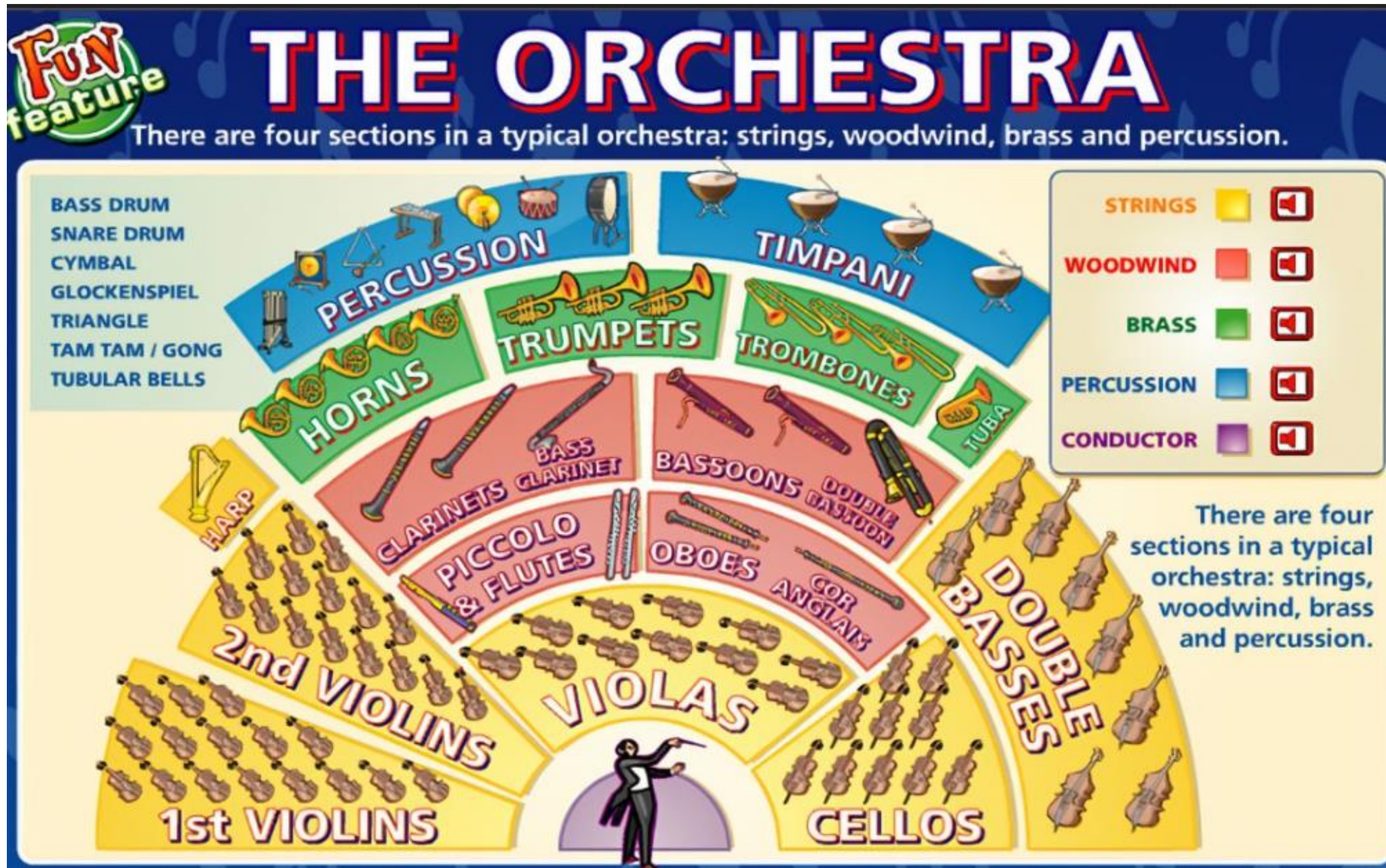
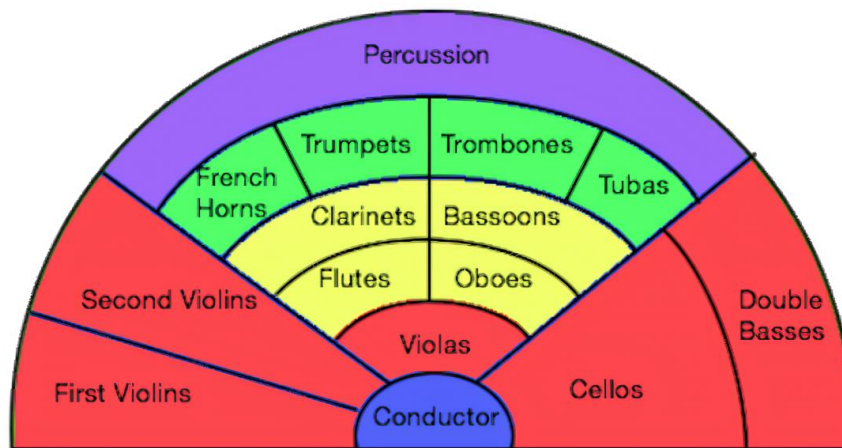
	Carnival of The Animals Complete Full Version Le Carnaval des Animaux Complet Camille Saint-Saëns - YouTube Plus any of the other songs in the Listening music for Key stage 1.	Night Ferry (Anna Clyne) – 2012 CSO: Anna Clyne creating Night Ferry - YouTube – Discussing how she was inspired. Night Ferry - YouTube Baris (Gong Kebyar of Peliatan) Baris - YouTube Gamelan recorded in Peliatan Bali Indonesia in 1985 - YouTube Scott Joplin - Maple Leaf Rag - YouTube – 1899 -Compare and contrast Black and Tan Fantasy JLCO - YouTube - Duke Ellington 1927 Plus any of the other songs in the Listening music for Key stage 1.	I Wish I Knew How it Would Feel to be Free (Nina Simone) - 1967 Nina Simone - I Wish I Knew (How It Would Feel To Be Free) (Live at Montreux, 1976) - YouTube 1st movement from Afro-American Symphony (Still) - 1930 William Grant Still: Afro-American Symphony - I. Moderato Assai - YouTube Africa - Angel City Chorale - YouTube – 2013 Jalikunda African Drums take the Montserrat African Music Festival by storm - YouTube - African drumming 2014 Stomp Live - Part 3 - Just clap your hands - YouTube – Making rhythms and patterns Plus any of the other songs in the Listening music for Key stage 1.																																																											
Composing and performing (2) (3)(5)	compose a simple tune using 3 or 4 notes (3) rehearse compositions adapting to use the most appropriate inter-related dimensions of music. Perform to a small group (5) Can they choose sounds to achieve an effect (including use of technology)?	Develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, guiro, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo / keep a steady beat. (3) Accompany a song with a two-note repeated pattern follow high/low pitch hand signals and perform to small groups. Create a graphic score and include percussion (2) , (5)  <table><tr><td>A</td><td></td><td>bip bop</td><td></td><td></td><td>bip bip</td><td></td></tr><tr><td>B</td><td></td><td></td><td></td><td>AAARGHH!!</td><td></td><td></td></tr></table>	A		bip bop			bip bip		B				AAARGHH!!			Learn the names of the instruments they are playing. Move between slow and fast (tempo)long and short sounds (duration) low and high (pitch) Follow start stop hand signals. Try choosing a range of instruments that have different sounds. (2) (3) (5) <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>Tambourine</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Woodblock</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Drum</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Triangle</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Use a pentatonic scale and create a repeated 5 note piece of music. Teach and share with a partner. Combine the two pieces of music. What works well? What needs to be improved? (2) (3) (5) Can they combine 3 pieces of music? Can they create a structure? Does this mean they need to re-order the different parts? Pentatonic C Major Scale 		1	2	3	4	5	6	7	8	Tambourine									Woodblock									Drum									Triangle								
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By the end of Year 2, **KEY KNOWLEDGE:**

- To develop an increased repertoire of memorised songs, sung tunefully, with the awareness of pitch, dynamics and tempo as well as phrasing. Recognise and sing **so/mi** songs from visual representations
- Vary tempo and dynamics in response to instruction/ direction and to create desired effects through selected choices e.g. rain storm music
- Recognise how rhythms can be similar and to discriminate between pulse and rhythm
- Perform in front of whole class / year group. Wider audience, showing an understanding of behaviours necessary when performing
- Show self-control in maintaining silence when required in music-making and performance. Know how to create the silence with different instruments.
- To explore sounds created by playing 2 or more instruments together, starting to use elements of and understanding music can be represented by different graphic scores.
- Listening with increasing concentration and understanding to a range of high-quality live and recorded music. Start to compare and contrast.
- Explain or demonstrate what 'pulse' and 'Rhythm' means. Be able to work in two groups where the pulse is being played against the rhythm, developing a sense of accented beats. Sing songs using **rhythm** names. Be able to sight read rhythm cards
- Compose music that has a beginning, middle and end (structure). Rehearse compositions, adapting to use the most appropriate inter- related dimension of music. Use a variety of tuned and untuned instruments. Perform to a group /Whole class /Year group /larger audiences.
- Create music using the pentatonic scale.

WHAT CAN CHILDREN DO BY THE END OF EACH TERM?		
AUTUMN	SPRING	SUMMER
Children will: Use their voices expressively to sing a variety of songs. Playing a variety of tuned and untuned instruments with a sense of musicality. Listening to music with concentration and understanding, beginning to identify changes in dynamics, tempo and pitch. Listen to live and recorded music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch	Children will: Use their voices expressively and creatively by signing songs, speaking chants and rhymes. Play a variety of tuned and untuned instruments, varying the tempo of different rhythmic patterns. Listening to contrasting music with concentration and understanding. Identifying changes in dynamics, tempo and pitch. Listen to live and recorded music. Using improvisation to combine sounds using the inter-related dimensions of music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch phrasing, stick notation, percussion, compose, chord	Children will: Use their voices expressively and creatively by signing songs, speaking chants and rhymes. Creating music, combining music to create a structure. Listening to contrasting music with concentration and understanding. Identifying changes in dynamics, tempo and pitch, beginning to recognise key parts of the orchestra e.g. Brass, Woodwind, Strings, Percussion. Listen to live and recorded music. Beginning to say what they like/ dislike using musical terms. Using a tuned instrument to improvise and combine sounds using the inter-related dimensions of music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch phrasing, stick notation rest beats, score, tuned percussion, untuned percussion, pentatonic scale



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Whole School – Music Curriculum overview		
EYFS – Framework requirements Children in Reception will be learning to: Communication and language Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELGS: Expressive arts and design: 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.	National Curriculum – Year 1 and Year 2 KS1 Children should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	By the end of Reception – Key knowledge	By the end of Year 1 – Key knowledge
	Join in and sing simple well-known rhymes and songs. Sing in unison. Sing songs with a verse and a chorus.	Begin to sing a variety of songs tunefully, with expression, developing a repertoire of memorised songs
	Move their bodies, demonstrating an increasing awareness of fast/slow, loud/quiet. Using their voices to experiment making high/ low sounds.	Vary tempo and dynamics in response to instruction. (exploring creative ways in which the voice can be used)
	Demonstrate a sense of pulse when clapping/tapping/marching along with the teacher when singing or chanting	Repeat simple rhythms that fit in with a pulse and explain / demonstrate what 'pulse' means
	Participate actively in musical activities for a small class-based audience / group.	Perform in front of the class, showing an understanding of behaviours necessary when performing
		By the end of Year 2 – Key knowledge
		To develop an increased repertoire of memorised songs, sung tunefully, with the awareness of pitch, dynamics and tempo as well as phrasing. Recognise and sing so/mi songs from visual representations
		Vary tempo and dynamics in response to instruction/ direction and to create desired effects through selected choices e.g. rain storm music.
		Recognise how rhythms can be similar and to discriminate between pulse and rhythm
		Perform in front of whole class / year group / wider audience, showing an understanding of behaviours necessary when performing

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Share and take turns when music making	Show growing control when playing a selection of instruments required in music-making and performance	Show self-control in maintaining silence when required in music-making and performance. Know how to create the silence with different instruments.
Begin to play classroom instruments with control and awareness of others, showing the beginnings of composition.	To explore sounds created by playing 2 or more instruments together. Using tuned and untuned instruments. Starting to think about the structure of music.	To explore sounds created by playing 2 or more instruments together, starting to use elements of and understanding music can be represented by different graphic scores.
Have listened appreciatively to different styles of music and be able to say how they feel	Listen with concentration and understanding to a range of high-quality live and recorded music and to be able to answer rudimentary questions about what they are hearing.	Listening with increasing concentration and understanding to a range of high-quality live and recorded music. Start to compare and contrast.
Be able to clap/ sing back short simple rhythms. Respond to changes in rhythm.	Be able to clap back longer rhythms. May include dynamics of loud and soft.	Explain or demonstrate what 'pulse' and 'Rhythm' means. Be able to work in two groups where the pulse is being played against the rhythm, developing a sense of accented beats. Sing songs using rhythm names. Be able to sight read rhythm cards
Read pictorial representation of high and low pitch. Perform own representation with a choice of own instruments.	Suggest ideas on how to make music using a basic graphic score to represent the musical ideas e.g. rising and falling pitch	Compose music that has a beginning, middle and end (structure). Rehearse compositions, adapting to use the most appropriate inter- related dimension of music. Use a variety of tuned and untuned instruments. Perform to a group/ larger audience. Create music using the pentatonic scale.

	WHAT WILL CHILDREN DO BY THE END OF EACH TERM?		
	AUTUMN	SPRING	SUMMER
Reception	Children will: - Respond appropriately to signals showing whether it is their turn or the teacher's turn to sing or chant - Join in with songs and rhymes - Show an awareness of musical heartbeat / pulse - Be able to start to express how they feel about a piece of music. - To have started using their own voice and percussion to create music. <u>Key language:</u> pulse, steady beat, fast, slow, loud, quiet, pitch, high, low, verse, chorus, percussion instrument name percussion instrument name.	Children will: - Sing/chant some songs/rhymes by heart - Perform sounds or actions in time to a pulse - Distinguish between high and low pitches - Starting to identify what sounds they can hear in the music. - Using a range of rhythms when composing and performing. <u>Key language:</u> pulse, fast, slow, loud, quiet, pitch, high, low, short, long singing voice, short, long, speaking voice, thinking voice, rest beats, percussion instrument names.	Children will: - Clap rhythms of words in simple songs and rhymes - Sing simple songs with a sense of melodic shape - Identify some simple songs, rhymes and musical signals - Begin to select instruments for purpose. - Listened and appreciated different styles of music. - Creating own music using different rhythms for each percussion instrument. Perform to a wider audience. <u>Key language:</u> pulse, fast, slow, loud, quiet, pitch, high, low singing voice, speaking voice, thinking voice, rest beats rhythm, melody

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Year 1	Children will: - To show the pulse in a song/rhyme/chant - To sing simple songs tunefully, starting on different pitches - Begin to distinguish between pulse and rhythm - Use percussion instruments to accompany a rhythm - Start to use graphic scores - Listening to a range of music, noticing when the mood changes/ becomes louder/ quieter/ faster/ slower. <u>Key language:</u> pulse, rhythm, pitch, low, medium, high	Children will: - To physically show melodic shape - To copy short rhythms performed by the teacher - To begin to understand the concept of rest beats - To add sound effects to a story - Use a mixture of symbols and voice to create music/graphic score. - Listening to a range of music, starting to answer questions on what they are hearing and how it makes them feel. <u>Key language:</u> pulse, rhythm, pitch, low, medium, high so/mi, rest beats, tempo, duration	Children will: - To show a gesture to mark a rest beat - To begin to use the solfa pitch names 'so' and 'mi' - To begin to show solfa handsigns for 'so' and 'mi' - To begin to recognise and respond to graphic notation when creating a structure to their music in terms of a beginning, middle and end. - Listening to a range of music, starting to answer questions on what they are hearing and how it makes them feel. Can they recognise any main parts of the orchestra? <u>Key language:</u> pulse, rhythm, pitch, low, medium, high so/mi, rest beats rhythm patterns, rhythm pictures, notation, pitch notation, dynamics, pitch pictures, ta/titi
Year 2	Children will: Use their voices expressively to sing a variety of songs. Playing a variety of tuned and untuned instruments with a sense of musicality. Listening to music with concentration and understanding, beginning to identify changes in dynamics, tempo and pitch. Listen to live and recorded music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch	Children will: Use their voices expressively and creatively by signing songs, speaking chants and rhymes. Play a variety of tuned and untuned instruments, varying the tempo of different rhythmic patterns. Listening to contrasting music with concentration and understanding. Identifying changes in dynamics, tempo and pitch. Listen to live and recorded music. Using improvisation to combine sounds using the inter-related dimensions of music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch phrasing, stick notation, percussion, compose, chord	Children will: Use their voices expressively and creatively by signing songs, speaking chants and rhymes. Creating music, combining music to create a structure. Listening to contrasting music with concentration and understanding. Identifying changes in dynamics, tempo and pitch, beginning to recognise key parts of the orchestra e.g. Brass, Woodwind, Strings, Percussion. Listen to live and recorded music. Beginning to say what they like/ dislike using musical terms. Using a tuned instrument to improvise and combine sounds using the inter-related dimensions of music. <u>Key language:</u> pulse, rhythm, thinking voice, inner voice, melody, pitch phrasing, stick notation rest beats, score, tuned percussion, untuned percussion, pentatonic scale

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