**National Curriculum:**

Music is a universal language that embodies one of the highest forms of creativity. A highquality 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 pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

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

* 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
* 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
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**EYFS**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Expressive Arts and Design**

**ELG:**

Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- 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.

**Key stage 1**

**Pupils should be taught:**

* 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.

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

**Pupils should be taught:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.

**Cycle A, Autumn Term**

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| **Year 4, Year 5 & Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Body and tuned percussion (Yr4)**  | Assessment task (pre) I know how to identify structure and texture as a feature within music.  | I know how to perform the body percussion ‘Boom, Snap, Clap and Stamp’ | I know how to add layers to my composition whilst creating body percussion.  | I know how to create a repeated melody or loop taking into consideration pitch and tempo.  | I know how to combine my composed sections building structure. I can consider dynamics and tempo.  | I am able to perform my composition to my peersAssessment task (Post)  |

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| **EYFS & Year 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Exploring sound**  | I know how to use my voice to make a variety of sounds | I know how to use my body to make a variety of sounds  | I know how to use percussion instruments to make a variety of sounds  | I know how to use instruments to make sounds from the environment.  | I know how to listen to sounds in nature and try to recreate them  | I know how to create a seaside collage using different images. *.* |

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| **Year 2 & Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| ***West African call & response song***  | Assessment task (pre) I know how to use instruments to replicate sounds and create a short sequence of sound  | I know how to clap back a rhythm in time to the music  | I know how to respond when singing in ‘call and response’I know a traditional Ghanaian call and response song called ‘Che Che Kule | I know how to beat the ‘response’ using an instrument.I know how to compose my own ‘call and responses’  | I know how to vary the dynamics in my composition. | I am able to perform my composition to my peersAssessment task (Post)  |