

Music Curriculum INTENT

The music curriculum at Nethergate intends to engage and inspire pupils to develop a love of music.

We want pupils to develop artistic and cultural awareness, confidence, creativity and a sense of achievement. We want pupils to develop a critical engagement with music. We want them to sing and create compositions, play instruments and make their own recordings.

We want pupils to listen with discrimination to a range of music from different periods of time and learn about famous composers. We want pupils to learn about how music is created and structured. They will learn to recognise and compare rhythm, volume, pitch, tempo, duration, timbre and texture.

Long Term Plan for Music

	Informal	Semi-Formal	Formal
Communication	Pupils will communicate choices and express their opinions (using chosen and appropriate method of communication). They will express preferences of sound, song and musical instruments. They will interact with and appreciate music in their surroundings. They will interact with music using their own bodies, for example singing, clapping, swaying.	Pupils will communicate preferences of sound, song and musical instruments, with a simple explanation of their opinions. They may begin to discuss tempo (fast/slow), dynamics (loud/quiet) and duration (long/short) in simple terms. They will participate in singing and musical compositions of known songs, for example singing along with Big Sing.	Pupils will communicate preferences of sound, song and musical instruments, giving a considered explanation that includes how it makes them feel. They may begin to discuss pitch, timbre, texture, and structure in simple terms. They will participate and extend songs and musical compositions of known songs, for example singing improvised lyrics to a known song.
Independence	Pupils will explore musical instruments independently to discover ways to create sound, for example banging, shaking, tapping.	Pupils will independently apply their musical preferences to seek out known favourites, for example choosing a fast/quiet song.	Pupils will begin to show independence in improvising and composing music using a known focus, for example create music with a focus on pitch.
Safety	Pupils will develop an awareness of the safe and appropriate use of musical instruments. They will consider personal safety in showing their appreciation of music, for example not banging fingers when playing the xylophone.	Pupils will show an awareness of safety when exploring how to create different types of sounds, for example safely creating loud/quiet/long/short sounds. They will consider personal safety and the safety of others when showing their appreciation of music.	Pupils will display confidence and appropriate behaviour when using musical equipment in a safe manner. They will consider the safety of themselves and the audience when performing.
Wellbeing	Pupils will feel comfortable accessing music in a way that is appropriate for them, including considering their sensory needs. They will build confidence in engaging with new sounds and music.	Pupils will feel comfortable and confident in their preferences and opinions about sounds and music. They may choose music by considering their emotions.	Pupils will show empathy and understanding for others around music, for example understanding some music might make others feel sad. They may begin to use music to express their emotions.

In **Music**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Composing

Informal	Semi-Formal	Formal
Pupils will copy the actions that adults make (such as clapping, waving).	Pupils will join in with copied actions and will begin to attempt to keep "in time". They will begin to think of their own actions.	Pupils will keep in time with appropriate actions that they have thought of. They will match their ideas to the music (such as fast tapping for music, gentle waving for soft music).

Informal	Semi-Formal	Formal
Pupils will explore everyday objects and musical instruments to discover ways to make sounds (such as banging spoon on plate, popping bubble wrap). They will begin to use different actions to explore the different types of sounds they can create.	Pupils will make different types of sounds when playing musical instruments (such as fast or slow, loud or quiet, long or short). They will tap, shake, scrape and hit musical instruments to find out the different sounds they can make. They will understand which instruments match to which methods of playing.	Pupils will use appropriate vocabulary to talk about the types of actions and the qualities of sounds (such as tempo, dynamics). They will join sounds to create a piece with knowledge of texture (such as creating a song with both drums and tambourine).

Informal	Semi-Formal	Formal
Pupils will begin to choose instruments to match their needs (such as choosing a loud instrument, choosing an instrument to shake).	Pupils will be able to choose instruments to suit different purposes (such as choosing an instrument to sound like rain).	Pupils will choose instruments to suit more intangible purposes (such as choosing instruments that create a happy piece of music).

Informal	Semi-Formal	Formal
Pupils will experiment with making different sounds using their bodies (such as hitting the table, clapping, clicking, stamping, swaying) and mouths (such as different vocalisations).	Pupils will use different methods to create sounds with their bodies and mouths. They will exhibit increasing control and fluency (such as finger clicking, whistling, clicking tongue, singing). They will begin to match their sounds to the pulse of the music.	Pupils will listen with attention to detail and repeat sounds with increasing aural/musical accuracy (such as listening to a piece of music and recreating some of the sounds) They will keep the pulse when adding their own sounds to pieces of music through improvisation.

Informal	Semi-Formal	Formal
Pupils will join in with some actions and/or words of familiar songs and rhymes.	Pupils will join in familiar words and/or actions with increasing frequency, confidence and control.	Pupils will join in with confidence when performing music. They will be able to adjust and mimic music they are familiar with to make up their own songs and rhythms.

Informal	Semi-Formal	Formal
Pupils will experiment with instruments from around the world using different ways of creating sounds with them (such as hitting or stroking djembe drums). They will experience music from different eras and explore the performance of them.	Pupils will listen to music from around the world and experiment with using a similar style, instrument or technique (such as call and response of a drum rhythm). They will work with music from different eras and genres, and they will join in performing them.	Pupils will recognise music from around the world and perform something in a similar style, using accurate musical techniques (such as drumming with tempo and rhythm similar to an African style). They will adapt music from different eras and genres to use them in their own performances.

Performing

Informal	Semi-Formal	Formal
Pupils will copy vocal sounds, signs, and simple rhythms (such as beating a drum, babbling to a song) when given individual signals and/or close support.	Pupils will take turns to produce different sections of a simple musical piece with an adult or peer (such as call and response activities).	Pupils will work alongside peers (with minimal adult support) to create and organise a grouped performance (such as each having an instrument to play a group-planned piece of music).

Informal	Semi-Formal	Formal
Pupils will participate in performances at school events (such as children moving hoop at front of hall, using ribbons/scarves in class assembly). They will use actions and/or instruments as part of their performances and may begin to use vocalisations.	Pupils will their show increasing confidence to perform a basic sequence (such as banging the drum to a performance, joining in the signing at Big Sing). They will sing as well as use actions and/or instruments as part of their performances.	Pupils will demonstrate their compositional knowledge by creating their own musical sequences (such playing a xylophone piece to sing over). They will sing, use actions and/or instruments as part of their performances, and may begin to combine these skills.

Evaluating: Responding and Reviewing

Informal	Semi-Formal	Formal
Pupils will show appreciation by moving in different ways, such as patting floor, wriggling body. They will begin to move with rhythm and join in with physical movements to music. They will join in with some signs or sounds.	Pupils will join in with dancing and ring games. They will sing and/or sign along with familiar songs. They will begin to attempt singing or signing without the song playing. They will begin to independently develop a response to music (such as making up own movements).	Pupils will listen to a range of musical pieces and evaluate them, including their own performances, and will understand the impact of how it makes them feel. They will recall sections and ideas that they like and use these in their own compositions.

Informal	Semi-Formal	Formal
Pupils will respond to music with increasing enjoyment – jumping, bouncing, swinging arms. They will begin to seek out musical activities (such as choosing an instrument to play with).	Pupils will communicate choices and preferences when listening to familiar songs and sounds (such as pointing at the speaker, making signs for a song). They will move or dance along to songs and sounds they have chosen.	Pupils will respond creatively in a variety of ways to music, using different techniques and media (such as dance, art, writing). They will understand some sounds/music might not suit their tastes. They will create their own ideas and share their responses confidently.

Informal	Semi-Formal	Formal
Pupils will turn towards or move closer to the music or sounds. They will begin to request songs or sounds they like (using their chosen communication methods).	Pupils will listen carefully to songs or rhymes. They will choose songs and sounds with some understanding of why they like them. They will choose appropriate music to listen to (such as choosing a song on an ipad).	Pupils will explain musical preferences and why they like them, such as discussing genres of music they listen to at home. They will begin to understand the aspects of music that combine to create their favoured songs/sounds and will seek to apply this to find new music.