

Curriculum - Intent

At Church Hill Infants our music curriculum intends to inspire creativity, self-expression and encourages children to build their passion for different musical experiences. As an infant school, music plays a huge role in our day to day school life. Music underpins the foundation of learning in early reading and phonics and these key skills transfer across to other core subjects. Within our curriculum we expose children to a diverse range of musical styles including traditional songs and instruments from other countries. This develops an understanding of culture and history, both in relation to students own individuality, as well as ethnicities from across the world.

The music curriculum ensures that students have the opportunity to sing, listen, play, perform and evaluate. This is embedded in the explicit teaching of music as well as in singing assemblies, various concerts, performances and the teaching of instruments. We also look for links to music in other areas of the curriculum such as history and geography. We provide children with the opportunity to connect with others by developing their teamwork and listening skills. The teaching of music promotes our school values through working collaboratively and showing resilience. We provide the children with the platform to build on their own unique talents and through positive encouragement we give children the confidence to share and perform their talents with an audience.

Key Skills Progression

| Year Group | Listening and Responding | Musical Knowledge | Composition and Performance | Oracy |
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| EYFS | 3 & 4 years old Being Imaginative and Expressive Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. | | | Communication and Language 3 & 4 year olds Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". |

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| | <p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Gross Motor Skills Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Reception</p> <p>Being Imaginative and Expressive</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.</p> <p>Listening, Attention and Understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>ELG 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.</p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> |
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| | | | | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>sing, rhyme, dance, perform, feelings, patterns, sequences, response, tune, loud, quiet, fast, slow, high, low, rhythm.</p> |
| Year 1 | <p>I can concentrate and listen to a piece of music.</p> <p>I can find the pulse by moving my body.</p> <p>I can say what I like or dislike about a piece of music and describe how it makes me feel.</p> <p>I can listen to a simple rhythm or melody.</p> | <p>I can understand that pitch describes how high or low sounds are.</p> <p>I can understand that rhythm describes the mixture of long and short sounds, which are performed on top of the pulse.</p> <p>I can name different musical instruments.</p> <p>I can use musical words and phrases to describe a piece of music.</p> | <p>I can copy and repeat a simple rhythm or melody.</p> <p>I can perform chants, rhythms, rhymes, raps and songs.</p> <p>I understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.</p> | <p>(from Key Progression Skills for Writing)</p> <p>Talking to others</p> <ul style="list-style-type: none"> • Share feelings • Talk in an audible voice that is understood by others • Keep in mind the listener <p>Talking with others</p> <ul style="list-style-type: none"> • Engage with the speaker, listening attentively • Engage with others, taking turns <p>Talking imaginatively</p> <ul style="list-style-type: none"> • Play imaginatively, acting out characters using everyday language • Notice different ways of speaking • Experiment with ways to express meaning <p>Vocabulary</p> <ul style="list-style-type: none"> • Use every day/key words |

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| | | <p>I can understand that tempo describes how fast or slow the music is.</p> <p>I can understand that dynamics describe how quiet or loud music is.</p> | | <p>melody, pulse, pitch, rhythm, performance, dynamics, tempo.</p> |
| <p>Year 2</p> | <p>I can describe a piece of music using musical language.</p> | <p>I can play instruments using the correct techniques with respect.</p> | <p>I can improvise simple rhythm using different instruments including the voice.</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p> <p>I can use tuned and untuned classroom percussion to play accompaniments and tunes. Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Practice, rehearse and present performances to</p> | <p>(from Key Progression Skills for Writing)</p> <p>Talking to others</p> <ul style="list-style-type: none"> • Talk about experiences • Vary talk to engage listeners • Choose words and gestures for different situations <p>Talking with others</p> <ul style="list-style-type: none"> • Listen and respond to a speaker • Make helpful contributions in a discussion <p>Talking imaginatively</p> <ul style="list-style-type: none"> • Adapt speech and gestures for different roles and scenarios <p>Vocabulary</p> <ul style="list-style-type: none"> • Use some adventurous words <p>technique, percussion, rehearse, improvise, audience</p> |

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