The Sequence of Learning:
Music

At St. Crispin's Infant School, we believe we are laying the foundations for learning and life by providing a curriculum that is purposeful and relevant. It is designed around our belief that each child is unique and can achieve their full potential as lifelong learners. The progressive structure of lessons allows children to explore, embed and develop expertise.

In music, we provide a range of enjoyable musical experiences that develop the children's understanding of key musical concepts. By exploring the inter-related dimensions of music as well as singing, composing and performing the children are building independence and confidence. They are provided with the opportunity to use untuned and tuned instruments and if they choose to, are also taught standard musical notation through the learning of the recorder. This is a skill which lays the foundation for learning a variety of other musical instruments. Our children are provided with an opportunity to listen and appraise music from different cultures and genres in the knowledge that all opinions and tastes are equally valid and respected. The children also have the opportunity to learn about the life and work of a variety of composers. We believe that these are the foundations that will provide children with a life long love of music.

National curriculum link: https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/

EARLY LEARNING GOAL	YEAR 1	YEAR 2
<u>Expressive arts and design (being imaginative and expressive)</u> • 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. • Invent adapt and recount narratives and stories with peers and their teacher. <u>Personal, social and emotional development (self regulation)</u> • Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Show an ability to follow instructions involving several ideas or actions.	Pulse and rhythm: Identify the difference between the pulse and rhythm of a song and consolidate understanding of these concepts through listening and performing activities. Classical music, dynamics and tempo: Using bodies and instruments to listen and respond to pieces of classical music that represent animals. Learn and perform a song and compose a short section of music, with a focus on dynamics and tempo. Exploring key musical vocabulary. Timbre and rhythmic patterns: Introduce the concept of timbre, learning that different sounds can represent characters and key events in a story. Clap to the syllables of words and phrases before creating rhythmic patterns. Pitch and tempo:	Call and response song: Use instruments to represent animals. Copy rhythms. Learn a traditional African call and response song. Recognise simple notation, progressing to create animal based call and response rhythms. Orchestral instruments: Introduce the instruments of the orchestra. Learn how different characters can be represented by timbre, emotions by pitch and how changes in tempo can convey action. Musical me: Learn to sing "Once a man fell in a well" and play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody. Dynamics, timbre, tempo and motifs: Identify dynamics, timbre, tempo and instruments in music heard. Compare pieces by the same composer. Visually

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	Learn how to identify high and low notes. Compose a simple tune. Explore different instruments. Investigate how tempo changes help tell a story and make music more exciting. Vocal and body sounds: Encourage children to feel pieces of music, convey mood through movement and make links between music, sounds and environments.	represent music in creative and more visual ways. Learn to play and compose motifs. British songs and sounds: Taking inspiration from the British Isles, explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes. Myths and legends: Developing an understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

MUSIC KEY VOCABULARY	
YEAR 1	**YEAR 2**
Percussion	Call and response
Chant	Mood
Clap	Composition
Copy	Dynamics
Rhythm	Tempo
Instruments – drum, shaker, tambourine, triangle, maraca, clave	Timbre
In time	Pitch
Perform	Sequence
Play	Structure
Pulse	Volume
Sing	Arrangement
Syllables	Represent
Fast	Notation
Slow	Soundscape
Loud	Interpretation
Quiet	

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Tap Hit Bang Blow	