

Music Overview EYFS and KS1

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early Years foundations stage (EYFS) statutory framework. To support the Early Years development, we use the Birth to 5 matters non-statutory guidance.

At Bramley C of E Infant and Nursery School, we aim for children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities, within collective worship, performances and the learning of instruments. Our youngest children experience music through songs and exploration of instruments – some may be made using available materials. The children have opportunities to learn rhymes and songs linked to their learning and to develop phonological awareness. They have access to a variety of, mainly untuned, percussion instruments. Through the musical program Get Set 4 Music, Reception and KS1 teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, promoting a love of learning music. The teachers deliver music following the Music programme, designed specifically for the teaching of music in primary schools. Get Set 4 Music lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Bramley C of E Infant and Nursery School children may be provided with alternative opportunities to further and support their understanding e.g. live orchestral concerts. These include having visitors with a musical talent and taking part in school productions. External interests and talents are also encouraged and may be showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children are beginning to understand how to further develop skills less known to them, should they ever develop an interest in their lives.

- are happy to join in with musical activities
- are able to express their likes and dislikes about music
- use music specific vocabulary to discuss what they hear and play
- have experienced music from a range of countries and cultures
- are willing to have a go at creating their own rhythms and music
- are developing their own 'taste' in music

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic: Autumn		Topic: Light and Dark and Christmas	Topic: Nursery Rhymes	Topic: New Life and Easter	Topic: Friends and Family	Topic: Courage
Nursery	R4- EAD (Creating with Materials): Joining in with singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them (e.g. loud / quiet, fast / slow). R4- EAD (Being Imaginative and Expressive) Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sounds and music imaginatively. Creates rhythmic sounds and movements. R4 L (Reading) Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.						
Pre-School	Topic: Cycle 1 - All About Me Cycle 2 - All About Me		Topic: Cycle 1 - Autumn and Celebrations Cycle 2 - Autumn and Celebrations Beginning Phase 1 Phonological awareness (see below) PS1 Environmental sounds PS2 Rhythm and Rhyme	Topic: Cycle 1- Winter and Superheroes Cycle 2 - Traditional Tales PS1 Instrumental sounds	Topic: Cycle 1- Superheroes and Spring Cycle 2 - Under the Sea PS1 Instrumental sounds	Topic: Cycle 1 - The Great Outdoors Cycle 2 - Farms and Farm Animals PS1 Body Percussion PS2 Clapping sounds. Claps or taps the syllables in words during sound play.	Topic: Cycle 1 - Amazing animals Cycle 2 - Minibeasts PS1 Body Percussion
	R5- EAD (Being Imaginative and Expressive) Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self (including familiar songs) and makes up simple songs. Creates sound and movement to accompany stories.						

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	R5- EAD (Creating with Materials): Explores and learns how sounds and movements can be changed. Developing an understanding of how to create and use sounds intentionally. Taps out simple repeated rhythms.						
Phonics Phase 1	Music links with Beginning Phase 1 Phonological Awareness (see appendix 1 for Aspects Breakdown) Pre-school 1 <u>Environmental Sounds</u> Tuning into sounds - Listening walks - Listening moments Listening and remembering sounds - Sound stories - We're Going on a Bear Hunt 'Mrs Browning has a box' 'Describe and find it' Talking about sounds - Socks and shakers <u>Instrumental Sounds</u> Tuning into sounds - Which instrument? - Adjust the volume - Grandmother's footsteps Talking about the sounds - Story sounds - Musical show and tell - Animal sounds			Music links with Beginning Phase 1 Phonological Awareness (see appendix 1 for Aspects Breakdown) Pre-school 2 <u>Rhythm and Rhyme</u> Tuning into sounds - Rhyming books - Learning songs and rhymes Listening and remembering sounds - Rhyming pairs - Songs and rhymes - Finish the rhyme Talking about sounds - Odd one out - I know a word... <u>Alliteration</u> Tuning into sounds - I spy names - Digging for treasure Listening and remembering sounds - Sound bag/box Talking about sounds - Name play <u>Voice Sounds</u> Tuning into sounds Listening and remembering sounds - Target sounds Talking about sounds - Sound story time - Animal noises			
Reception Units	Autumn 1 All About Me	Autumn 2 Everyday Life	Spring 1 Traditional Tales	Spring 2 Journeys	Summer 1 Minibeasts	Summer 2 Deep Blue Sea	
	In this Unit children explore music through the topic of 'All about me' with relation to feelings and emotions in response to music. Children learn about pulse and rhythm, high and low pitch and changes in dynamics as well as learning to describe sound. Children listen to music and respond through discussion and movement. They have the opportunity to sing and perform actions and play instruments. They will compose their own music creating simple 4 beat rhythms. Learning 'Dingle Dangle Scarecrow' and 'Bouncing Along on a Big Red Tractor'- linked to Harvest. Performing during Harvest Collective Worship.	Children will focus on everyday life and the routines and adventures we might have at home and out and about. The children will sing a range of songs exploring pitch, dynamics and tempo. They will create new verses to songs, add actions moving to a steady beat and add sound effects considering the sound of an instrument. Children will expand on their understanding of pulse and rhythm using voice, body percussion and instruments. Learning Christmas songs, including actions. Performing Christmas songs during the Christmas Performance.	This unit uses three traditional tales: The Three Little Pigs, Jack and The Beanstalk and Goldilocks. The children will experience a range of music skills covering performance, exploring and composing and signing. Children will learn traditional songs exploring pitch, dynamics and tempo when singing and playing an instrument. Children will develop the knowledge and understanding of rhythm through call and response.	This unit largely focuses on working with beat and rhythm. Children will learn to notate and perform rhythms and extend this focus into silent beats. They will be given opportunities to explore creative music making in both small groups and as a class. Children will listen to traditional folk songs and explain how the music makes them feel as well as beginning to understand that music can represent an idea. Learning songs to perform at the Easter Service.	Children will explore a range of activities covering performing, composing, listening and singing. They will have opportunities to listen to music inspired by minibeasts. They respond with movement and mark making as well as recognising similarities between the music and expressing their preferences. Children explore pulse and rhythm, matching words to rhymes. The unit culminates with children creating a piece of music based on the life cycle of a butterfly.	Children will learn to identify musical elements such as pulse, rhythm and pitch. This learning is reinforced through physical actions, creative activities and musical games. The lessons are structured to build key musical skills including listening and singing activities, matching key pitches so and mi.	

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	R6- EAD (Creating with Materials): Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along with the beat of the song they're singing or music they are listening to. Expresses and communicates working theories, feelings and understandings using a range of art forms, including music. Creating with materials ELG: Share their creations, explaining the process they have used. R6- EAD (Being Imaginative and Expressive) Chooses particular instruments and sounds for their own imaginative purposes. Uses combinations of art forms e.g. moving and singing. Responds imaginatively to art works, e.g. <i>this music sounds like dinosaurs</i>. Being Imaginative and Expressive ELG: Sing a range of well-known nursery rhymes and songs. Perform songs with others, and- when appropriate- try to move in time with music.						
Year One Units	Autumn 1 Senses		Autumn 2 Carnival of the Animals	Spring 1 Dinosaurs	Spring 2 Superheroes	Summer 1 Fantasy and Adventure	Summer 2 At the Seaside
	Through the stimulus of the five senses, children will internalise key musical skills and techniques, exploring music using their voices and instruments. They will practically engage in a range of musical activities that develop their understanding of the inter relational dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.		Using 'Carnival of the animals' by Saint-Saens as a stimulus, children explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Children explore some of the inter-related dimensions and use singing, performing, improvisation and composing. Learning Nativity songs, including actions. Performing Christmas songs during the Christmas Performance.	In this unit children will explore dynamics, timbre, tempo and pitch through the topic of dinosaurs. Using performance, listening and composition tasks children will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own dinosaur music.	This unit uses the theme of superheroes to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. Children will participate in a variety of activities, exploring composition as a whole class before consolidating their learning in a group ensemble piece. Links will be made between sounds and words when composing. They will be given opportunities to listen and appraise their work as well as listen to a famous piece of music by John Williams.	Children will use 'the Magic Flute' opera by Mozart as a stimulus. They will listen to the story and consider how the music is used to convey the evil Queen character. They will compose their own music to create atmosphere and tell a story with developing understanding of pitch, dynamics, tempo and rhythm.	This unit focuses on using graphic symbols and images to create a score, both a simple picture representation and a more structured grid score. Children will work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat.
Year Two Units	Autumn 1 Great Fire of London		Autumn 2 Nativity	Spring 1 Oceans	Spring 2 Folksongs	Summer 1 Jupiter	Summer 2 Digital Music
	Through the topic of the Great Fire of London children will explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Children will create music in response to a non musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class. They will begin to develop an understanding of baroque music.		Learning Nativity songs, including actions. Performing Christmas songs during the Christmas Performance.	This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Children will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. They will sing as part of an ensemble and listen to and appraise each other's work.	In this unit children learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore pulse, dynamics, pitch and texture. They will learn about the difference between rhythm and pulse. They explore dot notation in a round and in parts.	In this unit children will explore the instruments of an orchestra and the descriptive music of the Romantic period through the theme of Space. They will recreate excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.	NCCE Y1 Unit 5.1 Digital Music How music makes us feel NCCE Y1 Unit 5.2 Digital Music Rhythms and patterns NCCE Y1 Unit 5.3 Digital Music How music can be used NCCE Y1 Unit 5.4 Digital Music Notes and tempo NCCE Y1 Unit 5.5 Digital Music Creating digital music NCCE Y1 Unit 5.6 Digital Music Reviewing and editing music

