

MUSIC curriculum



INTENT

At Healdswood Infant and Nursery School, we love music! Music provides the children with a variety of transferable skills, such as listening, thinking in patterns and being creative and can improve the confidence of all children. We want to give all children opportunities to participate in a variety of enjoyable musical activities, in which they are able to participate as performers, listeners and composers. It is our vision for children to have, not only the skills for music, but also the passion and curiosity to continue this after they leave our school. We encourage children to use music as a form of expression and support them in making links between other areas of the curriculum at school and in the wider community.

IMPLEMENTATION

Music is taught at Healdswood Infant & Nursery School as an area of learning in its own right as well as integrated where possible with other curriculum subjects. Every class participate in weekly Music sessions delivered by a Music specialist.

These lessons focus on the development of key fundamental skills:

- Listening and Appraising
- Singing
- Composition
- Playing and Performing

Subject Leader: Mrs E. Vincent

	Nursery	Reception	Year 1	Year 2
Listening and Appraising	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that they like some songs/pieces of music and not others. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To listen to a wide range of music. To respond emotionally and physically to music when it changes. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music evokes certain feelings. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To listen to a piece of music attentively. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music evokes certain feelings and justify their choices To know that different elements of music are used to create different effects. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To listen to a piece of music attentively and discuss. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music evokes certain feelings and justify their choices using examples of musical elements. To know that different elements of music are used to create different effects. To know that music can be created by different instruments. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To listen to a piece of music attentively and discuss. To identify what instruments are played in a piece of music.
Singing	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know a broad range of simple nursery rhymes. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To sing nursery rhymes. To use Makaton signs to support singing. To create their own songs, or improvise a 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know how posture affects our ability to make a good sound. To know how to use voice in different ways. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To sit or stand using good posture. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that an ensemble should start singing and finish at the same time. To know how to perform with an awareness of others. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To be able to sing in unison with some knowledge of pitch. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that an ensemble should start singing and finish at the same time. To know how to perform with an awareness of others. To know that music can be split into multiple melodies.

	<p>song around one they know.</p> <ul style="list-style-type: none"> To remember and sing entire songs. 	<ul style="list-style-type: none"> To use their voice to follow the melody of a song. 	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 	<ul style="list-style-type: none"> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To be able to sing in unison with some knowledge of pitch. To sing a song in multiple parts. Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range...
<p>Playing and Performing</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that different sound-makers/instruments make different sounds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To explore a range of sound-makers and instruments and play them in different ways. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know how to treat instruments carefully and with respect. To know that a performance is sharing music with others. To know how to make a sound using a musical instrument (non-tuned percussion). <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that a performance is sharing music with other people called an audience. To know how to make a sound using a musical instrument (djembe drum) To know your musical role as part of a performance <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To perform to an audience. MMC Link 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that a performance is sharing music with other people called an audience. To know how to make a sound using a musical instrument (djembe drum and ukulele). To know your musical role as part of a performance. To know how to include pitch in a performance. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To perform to an audience.

		<ul style="list-style-type: none"> • To play instruments with an appropriate technique. • To enjoy joining in with group music making and performing to an audience. 	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Perform word-pattern chants create, retain and perform their own rhythm patterns. 	
<p style="text-align: center;">Composing</p>	<ul style="list-style-type: none"> • Knowledge: • To know a broad range of simple nursery rhymes. • To know how to adapt a song. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • Knowledge: • To know how to create music using different sound sources. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To create their own musical pattern. 	<ul style="list-style-type: none"> • Knowledge: • To know how piano, forte, minims, crotchets can be used to create a new piece of music. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To compose a piece of music using piano, forte, minims, crotchets. • MMC Link • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (<i>e.g. rainmaker</i>) or sound-makers (<i>e.g. rustling leaves</i>). • Understand the difference between 	<ul style="list-style-type: none"> • Knowledge: • To know how piano, forte, minims, crotchets, quavers and multiple changes of dynamic can be used to create a new piece of music. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To compose a piece of music using piano, forte, minims, crotchets, quavers and multiple changes of dynamic. • MMC Link • Composing music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Improvise simple question and answer phrases, to be sung and played on untuned

			<p>creating a rhythm pattern and a pitch pattern.</p> <ul style="list-style-type: none"> Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 	<p>percussion, creating a musical conversation.</p> <ul style="list-style-type: none"> Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
Notation	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that songs contain high and low sounds <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To produce a sound which matches the one modelled by an adult. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that things can represent sounds. To know that symbols can represent high/low/long/short sounds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To follow a graphic score in a piece of music. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that a minim is a two-beat note. To know that a crochet is a one beat note. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To create and play a pattern with two different notation values of different lengths. To read notation and recreate it accurately. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that a minim is a two-beat note. To know that a crochet is a one beat note. To know that a quaver is a half beat note. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To create and play a pattern with three different notation values of different lengths. To read notation and recreate it accurately. MMC Link Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:
Pitch	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that their voice can change to follow the melodic shape of a song (high/low). <p>Procedural Knowledge:</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that there are high/low/long/short sounds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To produce high and low sounds using an 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that pitch represents high and low sounds. <p>Procedural Knowledge:</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that pitch can represent high, low and middle sounds. <p>Procedural Knowledge:</p>

	<ul style="list-style-type: none"> • Sing the pitch of a tune sung by another person (pitch range match) 	<p>instrument/voice with some accuracy</p> <ul style="list-style-type: none"> • To sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • To produce high and low sounds using an instrument/voice with increasing accuracy. • MMC Link • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. 	<ul style="list-style-type: none"> • To produce high, low and middle sounds using an instrument/voice. • MMC Link • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases,
<p>Tempo</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • To know that music can have a range of speeds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To produce a sound which matches the one modelled by an adult. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • To know that music can have a range of speeds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To follow a beat with some accuracy at a range of tempi. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • To know that tempo is the speed of the music. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To play different patterns with different tempi. • MMC Link. • Walk, move or clap a steady beat with others, changing the speed of 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • To know that tempo can change during a piece of music. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To play or recreate a pattern or piece of music that changes tempo. • MMC Link. • Understand that the speed of the beat can

			the beat as the tempo of the music changes.	change, creating a faster or slower pace (tempo).
Dynamics	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music can be loud or quiet. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To produce a sound with an instrument/voice that is loud/quiet. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music can have a range of dynamics. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To produce a sound with an instrument/voice that has a range of dynamics. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know there can be two different dynamics in music (piano and forte) <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To play music using dynamic markings <i>piano</i> and <i>forte</i>. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that the dynamic can change during a piece of music. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To play or recreate a pattern or a piece of music that has gradual changes in dynamic.
Timbre	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music is made up of different sounds. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To explore making different sounds using instruments/voice. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music can have different quality of sound <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To recreate sounds of different quality. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music can have different quality of sound to create an effect. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To use timbre to create an effect (sound scape). 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know how to recall and recreate sounds of different qualities. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To identify a sound and use timbre to recreate (sound scape).
Structure	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know when its their turn to produce a musical part. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To add instruments to different sections of a song/rhyme. To follow modelling to produce a musical part. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music has different sections. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To identify different sections of a song. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music is constructed in different sections (binary form) <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To play and recreate music that has two different sections. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know that music is constructed in different sections (binary and ternary form) <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> To play and recreate music that has three different sections.

Musical Vocabulary

- Sound, listen, happy, sad, like, do not like, sing, song, high, low, loud, quiet, rhymes, fast, slow, copy, repeat, match, turn, Makaton, sign, improvise, sound-makers, change, speed, shape, voice, instrument, voice

- Sound, listen, happy, sad, like, dislike, instruments, sing, song, high, low, loud, quiet, long, short, music, pitch, tone, melody, rhymes, match, turn, feelings, music, mood, posture, melody, follow, performance, perform, non-tuned percussion, technique, audience, pattern, symbol, graphic score, beat, range, speed, dynamic(s), quality, sound, sections, voice

- Sound, listen, happy, sad, like, dislike, instruments, melody, performance, singers, rhythm, beat, pitch, perform, voice, audience, names of instruments, because, effect, sing, song, high, low, loud, quiet, music, pitch, tone, melody, rhymes, non-tuned percussion, technique, audience, pattern, symbol, graphic score, beat, range, speed, dynamic(s), quality, sound, sections, long, short, sing, rap, unison, memory, perform, , evoke, elements, ensemble, group, finish, start, djembe drum, minim, crochets, piano, forte, compose, two-beat, note, notation, accurate, accuracy, tempo, tempi, timbre, sound scape, binary form, recreate, voice, structure,

- Sound, listen, happy, sad, angry, spooky, scary, nervous, like, dislike, favourite, prefer, mood, instruments, melody, performance, singers, rhythm, beat, pitch, perform, voice, audience, names of instruments, because, effect, appraise, appreciate, Sing, song, high, low, loud, quiet, music, pitch, tone, melody, rhymes, long, short, sing, rap, unison, memory, perform, piano, forte, notes, harmony, rounds, pattern, symbol, graphic score, beat, range, speed, dynamic(s), quality, sound, sections, long, short, sing, rap, unison, memory, perform, evoke, elements, ensemble, group, finish, start, djembe drum, minim, crochets, quavers, piano, forte, compose, two-beat, note, notation, accurate, accuracy, tempo, tempi, timbre, sound scape, binary form, recreate, choices, justify,

				elements, discuss, split, multiple melodies, ternary form, ukulele, multiple changes, half, middle sounds, voice, change, structure
Progression of instruments	<ul style="list-style-type: none"> • Range of instruments and sound-makers to explore in provision 	<ul style="list-style-type: none"> • Range of instruments and sound-makers to explore in provision • Non-tuned percussion 	<ul style="list-style-type: none"> • Non-tuned percussion • Djembe drums 	<ul style="list-style-type: none"> • Djembe drums • Ukuleles

