

Below outlines the learning focus for each term

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
Autumn Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> I know that I can use instruments, sounds, colours and materials to be imaginative. I identify and match an instrumental sound, for example: hear a shaker and indicate that I understand that it is a shaker I know that I can move my body in different ways to Music I hear. I know that instruments produce sounds. I know that everyday items make sounds when banged, tapped, scrapped, shook eg: pens, waving material etc. I know that sounds can be quiet, loud, fast and slow. <p>Expressive arts and design: Creating with materials I know a collection of songs and how to move my body in different ways</p>	<ul style="list-style-type: none"> Uses movement to express feelings in response to music <ul style="list-style-type: none"> move in response to music, such as moving from swaying from side to side, wiggling, shaking, bouncing, jumping etc. Listens to music and beginning to move rhythmically. Sings a few familiar songs Sings to self and makes up simple songs Taps out simple repeated rhythms To explore sounds and music through play Makes up simple rhythms Explores the different sounds of instruments <ul style="list-style-type: none"> banging, tapping, shaking and scraping. Explores and learns how sounds can be changed <ul style="list-style-type: none"> quiet/slow/loud/fast 	<p>Literacy/Language and Communication: Making music through stories. Fairy Tales Nativity Songs.</p>
Spring Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> I know that music can make me feel different emotions. I know that I can use instrument sounds to create ideas eg: a shaker for a snake, drum for an elephant. I know that I can make sounds and music using instruments, my body or objects. I know that I can use combinations of art forms, e.g. moving and singing I know the name of some percussion instruments. <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> I know that I can makes music in a range of ways, e.g. playing with sounds creatively, playing along to the beat of the song I am singing or music I am listening to 	<ul style="list-style-type: none"> Sings to self and makes up simple songs. Begins to build a repertoire of songs Sings a few familiar songs <ul style="list-style-type: none"> in a group or on my own Listens to music and beginning to move rhythmically Listen attentively and move appropriately to music Developing preferences for forms of expression <ul style="list-style-type: none"> begin to talk about music, expressing my feelings. Explores and learns how sounds can be changed <ul style="list-style-type: none"> quiet/slow/loud/fast/ high/low Explores and learns how sounds can be changed. Explores the different sounds of instruments Makes up simple rhythms Initiates new combinations of movements and gestures to express and respond to feelings created by music Taps out simple repeated rhythms To explore sounds and music through play 	<p>Understanding the World: Animals</p>

Summer Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • I know when to start and stop singing or when to start and stop creating musical sounds • I know that music can represent different responses for different people. • I know that musical patterns can be made using my body and instruments. • I know that instruments can accompany a song. • I know that I can improve my work by making some changes. • Expressive arts and design: Creating with materials • Expresses and communicates feelings using a range of art forms, e.g. music • I know the meaning of some musical vocabulary (eg fast/slow/loud/quiet) 	<ul style="list-style-type: none"> • I am beginning to be aware of when to stop and start a performance • Can follow and repeat simple patterns using body percussion (clapping etc) and percussion instruments with increasing control. • Taps out simple repeated rhythms • To explore sounds and music through play • Begin to compose my own patterns using instruments. • Explores the different sounds of instruments • Explores and learns how sounds can be changed. • Makes up simple rhythms • Developing preferences for forms of expression 	
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Ambition / Intent:

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Camrose, pupils 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. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Design / Implementation:

The music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programmes; Music Express in KS1 and using a music specialist teacher - Music's Cool programme across KS2.

Pupils 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.

Impact:

Our music curriculum is high quality, thoroughly planned and delivered to establish progression. Through the child's journey, their musical skills and understanding are built on year on year, from singing simple songs from memory and performing simple rhythm patterns in EYFS and KS1, to more advanced techniques skills, and understanding in lower KS2, further developing in upper KS2 where the children have the ability to read and follow a simple musical score.

Throughout all of this, the child's enjoyment of music is a key element, running alongside the taught musical skills and objectives.