

Below outlines the learning focus for each term

KS1 End Points (NC)			
<p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has begun to develop an understanding of the history of music.</p>			
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn 2	<p>NATIVITY</p> <ul style="list-style-type: none"> To learn new melodies, lyrics and actions. To learn many repeated lyrics and changes of up to 2 lines in each verse. To consolidate knowledge of verse/chorus structure. To know that body percussion sounds (as appropriate to lyric content) can be used on the beat to fill silence/rests in music. Experiment with different ways of producing sounds with voice, musical instruments, body percussion (eg tapping, clicking, marching, stamping etc) To sing some songs from memory. To begin to recognise and repeat simple rhythm patterns. To learn and experience what is meant by a PULSE or a steady beat 	<ul style="list-style-type: none"> To sing a melody in verse/chorus structure with up to 2 lines of changing lyric in each verse. To sing in time and rhythm with class ensemble, songs that use on beat non-syncopated rhythms in a verse chorus structure, with up to 2 lines of lyrics changing each verse. To co-ordinate singing and body percussion for single beat, non-syncopated rhythms. To rehearse and achieve performance of class song and combined KS 1 songs. To be able to work with the team to memorise and perform songs that use on beat non-syncopated rhythms in a verse chorus structure, with up to 2 lines of lyrics changing each verse To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo. 	<p>Religious Education - Christianity</p>
Spring 1	<p>Body percussion</p> <ul style="list-style-type: none"> To learn that a basic 4 beat pattern can be made up of both sound and silence. To know that using simple body sounds- claps, taps, stamps and silent movements can represent beats in music. Experiment with different ways of producing and changing sounds with body percussion (eg tapping, clicking, marching, stamping etc) To know that movement, and sound can be inextricably linked through the natural impulse of beat To know the meaning of PITCH (high and low sounds) 	<ul style="list-style-type: none"> To learn use their own body to create a basic 4 beat pattern, using simple sounds- claps, taps, stamps and silent movements. Contribute to a performance using percussion instruments Begin to listen to a variety of live and recorded music with some concentration Respond to music using words and actions Sing simple songs from memory 	<p>Numeracy - using numbers to divide time into pulse.</p> <p>History – historic figures in music</p>

	<ul style="list-style-type: none"> To know that a COMPOSER is someone who has written a piece of music <p>Tchaikovsky Edvard Grieg</p>		
Spring 2	<ul style="list-style-type: none"> To understand how sound is created on their percussion instrument. Begin to show a sense of pulse and rhythm when performing To understand and identify names and division of groups of percussion instruments within the wider percussion family To know and use the names of some percussion instruments correctly. To know how to play simple percussion instruments with growing confidence Experiment with different ways of producing sounds with voice, musical instruments, body percussion (eg tapping, clicking, marching, stamping etc) To know the meaning of DYNAMICS (loud or quiet/volume) To explain how to make a musical instrument and change its dynamics. To understand music can be written in different forms – graphic notation' Begin to listen to a variety of live and recorded music with some concentration To know that a COMPOSER is someone who has written a piece of music <p>Edvard Grieg Vaughan Williams Chopin</p>	<ul style="list-style-type: none"> To learn how to hold and play the drum, woodblock and stringed instrument To keep a pulse with the class through changing rhythms To begin to gain co-ordination with basic percussion instruments To work as a team to play rhythms together Experiment with different ways of producing sounds with voice, musical instruments, body percussion (eg tapping, clicking, marching, stamping etc) To be able to use symbols and shapes to show dynamics 	<p>History – historic figures in music</p> <p>DT – making own percussion instrument</p>
Summer 1	<p>Weather / Seasons theme</p> <ul style="list-style-type: none"> To know the meaning of PITCH/TEMPO/PULSE To understand how expression makes singing more interesting to the listener. To understand and identify names and division of groups of percussion instruments within the wider percussion family To understand music can be written in different forms – graphic notation Respond to music using words and actions. 	<ul style="list-style-type: none"> To sing and perform simple songs from memory, using a sense of expression To sing a melody in verse/chorus structure with up to 2 lines of changing lyric in each verse. To sing in time and rhythm with class ensemble To be able to work with the team to memorise and perform songs To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo To be able to use symbols and shapes to show 	<p>Science / geography – seasons</p>

	<ul style="list-style-type: none"> To know that a COMPOSER is someone who has written a piece of music Beethoven 	dynamics	
Summer 2	<p>Body percussion</p> <ul style="list-style-type: none"> To know that using simple body sounds- claps, taps, stamps and silent movements can represent beats in music. To know that movement, and sound can be inextricably linked through the natural impulse of beat To learn new melodies, lyrics and actions including 'rap' To consolidate knowledge of verse/chorus structure. To know that body percussion sounds (as appropriate to lyric content) can be used on the beat to fill silence/rests in music. To begin to compose and perform simple rhythm patterns in groups 	<ul style="list-style-type: none"> To sing in time and rhythm with class ensemble Begin to show a sense of pulse and rhythm when performing To co-ordinate singing and body percussion for single beat, non-syncopated rhythms. To rehearse and achieve performance of class song and combined KS 1 songs. To be able to work with the team to memorise and perform songs 	

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.