

Below outlines the learning focus for each term

KS1 End Points (NC)			
Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.			
Can play tuned and untuned instruments musically.			
Can listen with concentration and understanding to a range of high-quality live and recorded music			
Can experiment with, create, select and combine sounds using the inter-related dimensions of music.			
Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.			
Has begin to develop an understanding of the history of music.			
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn 1	<b>Pulse &amp; Duration</b> <ul style="list-style-type: none"> <li>To understand what is pulse and demonstrate when performing</li> <li>To know that beats in music are can be divided into faster sounds (rhythm).</li> <li>To know that movement, and sound can be inextricably linked through the natural impulse of beat and rhythm.</li> <li>To understand how sound is created on their percussion instrument.</li> <li>To understand and identify names and division of groups of percussion instruments within the wider percussion family.</li> <li>To understand music can be written in different forms – graphic notation'</li> <li>To know that a COMPOSER is someone who has written a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to hold and play the drum, woodblock and stringed instrument</li> <li>To keep a pulse with the class through changing rhythms</li> <li>To begin to gain co-ordination with basic percussion instruments</li> <li>To accurately keep a steady pulse through actions while singing a song and to follow a changing tempo</li> <li>To be able to use symbols and shapes to show dynamics</li> <li>To actively listen so as to come in as the rhythm/beat requires.</li> </ul>	
Autumn 2	<b>Christmas Show</b> <ul style="list-style-type: none"> <li>To learn new melodies, lyrics and actions, and a class song in which entire verses will have different lyrics, with a repeated chorus.</li> <li>To consolidate knowledge of verse/chorus structure in a song which has changing lyrics for entire verses.</li> <li>To know that body percussion sounds (as appropriate to lyric content) can be used both on and off the beat to fill silence/rests in music.</li> </ul>	<ul style="list-style-type: none"> <li>To sing a melody in verse/chorus structure with changing lyrics for each entire verse.</li> <li>To sing in time and rhythm with class ensemble, songs that use on beat non-syncopated rhythms in a verse chorus structure, with entire lyric change in each verse.</li> <li>I listen to others carefully in order to start and finish at the same time.</li> <li>To co-ordinate singing and body percussion for single and double beats, and syncopated and non-syncopated rhythms.</li> <li>To rehearse and achieve performance of class song and leading year 1 in combined KS 1 songs.</li> </ul>	RE - Christianity

		<ul style="list-style-type: none"> <li>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 each verse having different lyrics.</li> <li>To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo, and lead year 1 in this process</li> </ul>	
Spring 1	<b>Pitch &amp; Percussion</b> <ul style="list-style-type: none"> <li>To recognise, read and play basic music notation:</li> <li>To understand how sound is created on their percussion instrument.</li> <li>To know the names of a wider range percussion instruments</li> <li>To recognise and repeat rhythm patterns with growing confidence and accuracy</li> <li>To contribute to a performance using percussion instruments with confidence and growing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to hold and play the drum, cowbell, triangle, woodblock and claves.</li> <li>To keep a pulse with the class through changing rhythms</li> <li>To begin to gain co-ordination with basic percussion instruments</li> <li>I listen to others carefully in order to start and finish at the same time.</li> <li>To work as a team to play rhythms together</li> </ul>	Science - sound
Spring 2	<b>Instruments, Symbols and Notations</b> <ul style="list-style-type: none"> <li>To recognise, read and play basic music notation</li> <li>To contribute to a performance using percussion instruments with confidence and growing accuracy.</li> <li>To demonstrate a sense of pulse and rhythm when performing with instruments.</li> <li>To recognise and repeat rhythm patterns with growing confidence and accuracy</li> <li>To be able to identify rhythm that is heard from one of 3 written rhythms displayed, using minim, down to semiquaver, and crotchet rests.</li> <li>To know that a COMPOSER is someone who has written a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To develop skills on instruments by playing more complex musical patterns</li> <li>To keep a pulse/beat</li> <li>To gain the co-ordination to play an instrument with rhythms</li> <li>To maintain being part of a team when using rhythms</li> <li>To be able to remember the differing lengths of note/subdivision of beat</li> <li>To listen and understand the difference between sounds in terms of both rhythm and timbre.</li> <li>Experiment with different ways of producing sounds with voice, musical instruments, body percussion more independently.</li> <li></li> </ul>	
Summer 1	<b>Timbre, tempo and dynamics</b> <ul style="list-style-type: none"> <li>To sing using several different vocal techniques, knowing which to use at which point.</li> <li>To memorise and play several different short phrases of both rhythmic and melodic material.</li> <li>To play using several different instruments, knowing which to use at which point.</li> <li>To contribute to a performance using percussion instruments with confidence and growing accuracy.</li> <li>To demonstrate a sense of pulse and rhythm when performing with instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To create different effects and moods using varied vocal techniques.</li> <li>To remember which vocal techniques or melodies relate to each moment in the text.</li> <li>To hold and play a variety of different instruments in the one performance.</li> <li>Listen to each other carefully in order to start and finish at the same time.</li> <li>To keep a pulse/beat and melody with often only a short cue, from only 4 beats to a simple upbeat.</li> </ul>	

	<ul style="list-style-type: none"> <li>To understand and identify names and division of sound groups of percussion instruments within the wider percussion family.</li> <li>I can use different ways of producing sounds with my voice, musical instruments, and body percussion more independently</li> <li>To gain an understanding of how different sounds create and relate to varying moods, effects and soundscapes</li> </ul>	<ul style="list-style-type: none"> <li>To have the co-ordination to play more than one instrument with rhythms that extend from minims to semiquavers, and crotchet rests, as well as some extended techniques.</li> <li>To deliver several melodies and sound effects at varying designated dynamic levels as part of a class ensemble.</li> <li>To be able to remember various melodies and sound effects at varying designated dynamic levels.</li> <li>To listen and understand the difference between sounds in relation to timbre</li> </ul>	
Summer 2	<p><b>Percussion Through Play</b></p> <ul style="list-style-type: none"> <li>To decide upon, create and then perform several different vocal techniques, knowing which to use at which point.</li> <li>To devise a means to write a score, and then and rehearse and play it, on more than one instrument.</li> <li>To recognise different instruments as having different timbral qualities, which can relate to mood, and be able to make decisions about which will best be used at which point.</li> <li>To make decisions about which instrument best suits any moment from the story, work out how to notate this, and then rehearse and play them.</li> <li>To work as a small team to devise rehearse and perform a sound scape of their own</li> </ul>	<ul style="list-style-type: none"> <li>To create and remember different effects and moods using varied vocal techniques that they have decided themselves based on what they develop from ideas over past two terms.</li> <li>To learn to hold and play a variety of new musical instruments in the one performance, that they have selected themselves as appropriate for the soundscape of the piece.</li> <li>To play a musical idea with often only a short cue, with the cue being given by another class mate, or him/herself.</li> <li>To be able to respond in the moment to playing sound effects at varying designated dynamic levels, as designed and decided by themselves</li> </ul>	
<p><b>Ambition / Intent:</b>  The National Curriculum for music aims to ensure that all children:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music</li> <li>be taught to sing, create and compose music</li> <li>understand and explore how music is created, produced and communicated</li> </ul> <p>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.</p> <p>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.</p> <p><b>Design / Implementation:</b>  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.</p>			

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.