

At Downsway, music is taught by class teachers in Foundation, Year 1 and Year 2 using Charanga scheme of work. In Key Stage 2, music is taught by a music specialist.

<p>Foundation Stage</p>	<p>Being imaginative Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others. Pupils are given opportunities to;</p> <ul style="list-style-type: none"> • Develop ideas and interests • Have specific foci for creative designs/purpose • Combine and change their creation purposefully reflecting and reviewing their work • Talk about the ideas and processes they have used in their own and others work • Recognise the strengths of their own work and others <p>Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas. Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same' Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created</p> <p>Musical Activities: Rhythm work in our Phase 1 phonics, e.g. tapping out a beat, clapping the syllables of our names Playing different games with musical instruments, e.g. match the sound or make your own Talking about the sounds / music we can hear, thinking about the volume and the tempo Practising moving in time to music and talk about the tempo Playing musical instruments in time to music thinking about the tempo Access to musical instruments in some of our learning activities Music area outside</p>
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Big Bear Funk Unit

Charanga: Listen & Respond (Listen & Appraise) The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

KS1 Music National Curriculum

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

At Downsway

	Performing	Composing (including notation)	Appraising
Year 1	<ul style="list-style-type: none"> • To use their voices to speak/sing/chant • To join in with singing • To use instruments to perform • To look at their audience when they are performing • To clap short rhythmic patterns • To copy sounds <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils make loud and quiet sounds • They know that the chorus keeps repeating 	<ul style="list-style-type: none"> • To make different sounds with their voice To make different sounds with instruments To identify changes in sounds To change the sound • To repeat (short rhythmic and melodic) patterns • To make a sequence of sounds • To show sounds by using Pictures <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils can tell the difference between long and short sounds • They can tell the difference between high and low sounds • They can give a reason for choosing an instrument 	<ul style="list-style-type: none"> • To respond to different moods in music • To say how a piece of music makes them feel • To say whether they like or dislike a piece of music • To choose sounds to represent different things • To recognise repeated patterns • To follow instructions about when to play or sing <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils are able to tell the difference between a fast and slow tempo • They can tell the difference between loud and quiet sounds • They identify two types of sound happening at the same time

<p>Year 2</p>	<ul style="list-style-type: none"> • To sing and follow the melody (tune) • To sing accurately at a given pitch • To perform simple patterns and accompaniments keeping a steady pulse • To perform with others • To play simple rhythmic patterns on an instrument • To sing/ clap a pulse increasing or decreasing in tempo <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse • Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi 	<ul style="list-style-type: none"> • To order sounds to create a beginning, middle and end • To create music in response to • To choose sounds which create an effect • To use symbols to represent sounds • To make connections between notations and musical sounds <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils can use simple structures in a piece of music • They know that phrases are where we breathe in a song 	<ul style="list-style-type: none"> • To improve their own work • To listen out for particular things when listening to music <p>Challenge:</p> <ul style="list-style-type: none"> • Pupils recognise sounds that move by steps and by leaps
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KS2 Music National Curriculum

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

At Downsway

Years 3 & 4

- Musicianship
 - Rhythm, beat and metre - Simple time
 - Simple dynamics - Loud/soft
 - Pitch - High/low
- Learning an instrument
 - Recorder
 - Tuned and untuned percussion
- Reading notation
 - Stave
 - Crotchets, minims & semibreves
 - Pentatonic scale
- Listening
 - Exploring Global Music - Western Classical, Film & Western Popular
 - Aural & singing
- Composition
 - Improvisation with composition
 - Performing

Years 5 & 6

- Musicianship
 - Rhythm, beat and metre - Simple time & compound time
 - Syncopation
 - Range of dynamics - *pp* up to *ff*
- Learning an instrument
 - Recorder
 - Tuned and untuned percussion
- Reading notation
 - Stave
 - Crotchets, minims, semibreves, quavers, semiquavers & dotted notes
 - Octave
- Listening
 - Exploring Global Music - Western Classical, Film & Western Popular
 - Aural & singing
- Composition
 - Improvisation with composition
 - Playing in parts
 - Performing