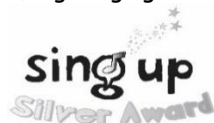


Singing

Within our music teaching and learning, there is a greater emphasis on singing. Children learn to use their voices creatively and expressively and singing happens in and out of music lessons, E.g. singing assemblies, musical performances and through cross curricular learning.



We are a Sing Up Silver Award School



Music 2018-2019

Composing, Performing, Listening and Appraising

In lessons, the three attainment targets: Performing, Composing and Appraising are combined and interrelated wherever possible so that the learning derived from each serves to reinforce learning in the others. In particular some aspects of listening and appraising will form an important part of every music lesson.

Performing to a wider audience

All children have the opportunity to perform musically in public, eg. Christmas concerts, Harvest festivals, Easter productions, and Elmbridge Choir festival.



We aim to provide pupils with musical opportunities that extends far beyond the music classroom. We encourage and foster a love of singing which is beneficial for their physical and mental wellbeing. The wide array of performance opportunities that we provide, help our children to grow in confidence and to develop their creativity. Music reflects the culture and society we live in, and so the teaching and learning of music enables our pupils to better understand the world that they live in and to feel part of a community. We plan for music carefully, enabling the children to make cross curricular connections. Music is a practical activity and when planning and delivering the curriculum, emphasis is on practical activities. Theory develops from and supports the practical activities rather than becoming an end in itself. We provide opportunities for all pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. We provide our children with opportunities to create and compose music on their own and with others and have the opportunity to learn a musical instrument and to use technology appropriately. To support the music teaching further, we use Charanga-a digital resource for teaching the National Curriculum for music.

Great Composers

Children are given opportunities to listen and appraise a range of high-quality live and recorded music, across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.



Instrumental Learning

As well as whole class instrumental teaching, all children have the opportunity to join extra curriculum musical groups eg. Choir, keyboards and recorders. All children are offered the opportunity to learn to play an instrument through SYMPA



Interrelated Dimensions of Music

The musical elements of pitch, duration, timbre, texture, dynamics and structure is progressively introduced, discussed and understood.



	Autumn Term	Spring Term	Summer Term
Nursery	Tuning in to sound – Phase 1 Letters and Sounds Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.	Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed Exploring how we can use our bodies to create sound – clapping, stamping, tapping and singing Introducing simple percussion instruments	Listening and responding to music Exploring movement to music Performing a repertoire of simple songs
Reception	Tuning in to sound –Letters and Sounds phase 1 and 2 Listening and responding to music Introducing the sounds different musical instruments make and naming them Exploring and controlling voice sounds – volume and Tempo Exploring body sounds- Identifying long and short sounds Making instruments from Junk modelling and everyday objects	Exploring body sounds- Identifying long and short sounds Making instruments from Junk modelling and everyday objects Exploring the different sounds musical instruments make. Listening for and identifying patterns in musical pieces Exploring movement to music	Creating Musical patterns Conductors Recording Exploring how sounds can accompany a story. Making choices about sounds to accompany a story Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Year 1 Composer study: Antonio Vivaldi	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 inter-related dimensions of music-rhythm and pulse	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 inter-related dimensions of music-Tempo, pitch	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 inter-related dimensions of music.
Year 2 Composer study: Benjamin Britten	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 inter-related dimensions of music.	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 inter-related dimensions of music.	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 inter-related dimensions of music.

<p>Year 3</p> <p>Composer study:</p> <p>Igor Stravinsky</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>To create and compose music on their own and with others.</p> <p>Have the opportunity to learn a musical instrument.</p> <p>Have the opportunity to progress to the next level of musical excellence</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop an understanding of the history of music.</p>	<p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations,</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p> <p>Use technology appropriately.</p>	<p>Sing and play musically with increasing confidence and control.</p> <p>Learn to sing and to use their voices</p> <p>Have the opportunity to progress to the next level of musical excellence</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p>
<p>Year 4</p> <p>Composer study:</p> <p>Camille Saint-Saens</p>	<p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Have the opportunity to learn a musical instrument.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>To create and compose music on their own and with others.</p> <p>Use technology appropriately.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Learn to sing and to use their voices with increasing confidence and control.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

<p>Year 5</p> <p>Composer study:</p> <p>Johann Sebastian Bach</p>	<p>Learn to sing and to use their voices with increasing confidence and control. To create and compose music on their own and with others. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Use technology appropriately Have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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 inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations</p>	<p>Learn to sing and to use their voices with increasing confidence and control. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Have the opportunity to learn a musical instrument. Have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Sing and play musically with increasing confidence and control. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. 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.</p>	<p>Learn to sing and to use their voices with increasing confidence and control. Have the opportunity to learn a musical instrument. Have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.</p>
<p>Year 6</p> <p>Composer study:</p> <p>Edward William Elgar</p>	<p>Learn to sing and to use their voices with increasing confidence and control. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Have the opportunity to learn a musical instrument. Use technology appropriately Have the opportunity to progress to the next level of musical excellence. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Learn to sing and to use their voices with increasing confidence and control. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians To create and compose music on their own and with others. Have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical</p>	<p>Learn to sing and to use their voices with increasing confidence and control. To create and compose music on their own and with others Have the opportunity to learn a musical instrument. Have the opportunity to progress to the next level of musical excellence. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Sing and play musically with increasing confidence and control.</p>

	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations. Sing and play musically with increasing confidence and control.</p>	<p>structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related 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.</p>	
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