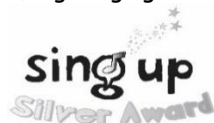


## Singing

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 2019-2020

## 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

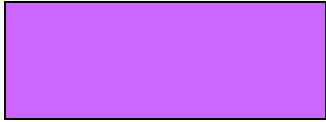
The musical elements of pitch, duration, timbre, texture, dynamics and structure is progressively introduced, discussed and understood.



	Autumn Term	Spring Term	Summer Term
	EYFS : in our Nursery and Reception we follow the EYFS Development matters curriculum working towards the Early Learning Goals at the end of the Foundation Stage. Pupils follow a broad and balanced curriculum which is facilitated through enhanced provision which meets the needs and interests of our children.		
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 Composer study: <b>Nikolai Rimsky Korsakov</b>	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	<b>Composer study: Nikolai Rimsky Korsakov</b> Creating Musical patterns Conductors Recording Exploring how sounds can accompany a story. <b>Making choices about sounds to accompany a story</b> <u>Early Learning Goal</u> 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: <b>Antonio Vivaldi</b>	Listen to music with sustained concentration Find the pulse whilst listening to music and using movement Recognise different instruments Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody Understand that tempo describes how fast or slow the music is Understand that dynamics describe how loud or quiet the music is Learn and perform chants, rhythms, raps and songs Work and perform together with others as an ensemble or as a group singing. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.	Listen to music with sustained concentration Recognise different instruments Understand that pitch describes how high or low sounds are Understand that tempo describes how fast or slow the music is Understand that dynamics describe how loud or quiet the music is Learn and perform chants, rhythms, raps and songs Work and perform together with others as an ensemble or as a group singing. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.	<b>Composer study: Antonio Vivaldi</b> Listen to music with sustained concentration Find the pulse whilst listening to music and using movement Use the correct musical language to describe a piece of music Recognise different instruments Discuss feelings and emotions linked to different pieces of music Understand that tempo describes how fast or slow the music is Learn and perform chants, rhythms, raps and songs Work and perform together with others as an ensemble or as a group singing. Learn to follow the conductor or band leader Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.

<p><b>Year 2</b>  <b>Composer study:</b>  <b>Benjamin Britten</b></p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music. Build an understanding of the pulse and internalise it when listening to a piece of music. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music. Improvise a simple rhythm using different instruments including the voice. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes, raps and songs. Develop an understanding of melody, the words and their importance in the music being listened to. Use untuned classroom percussion to compose and improvise. Start to choose, organise and combine musical patterns. Play instruments using the correct techniques with respect. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes, raps and songs. Listen with concentration and understanding to a range of high-quality live and recorded music. Build an understanding of the pulse and internalise it when listening to a piece of music. Begin to recognise and explore different musical styles. Understand that timbre describes the character or quality of a sound. Improvise a simple rhythm using different instruments including the voice. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Understand that timbre describes the character or quality of a sound. Understand that texture describes the layers within the music. Develop an understanding of melody, the words and their importance in the music being listened to. Sing a song in 2 parts Use tuned percussion to compose and improvise. Perform as an ensemble using a variety of instruments and play different parts where appropriate Start to understand basic musical notation. Start to choose, organise and combine musical patterns. Practice, rehearse and present performances to audiences with a growing awareness of the people watching. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b>Composer study: Benjamin Britten</b>  Build an understanding of the pulse and internalise it when listening to a piece of music. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music. Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered. Improvise a simple rhythm using different instruments including the voice. Listen with concentration and understanding to a range of high-quality live and recorded music. Understand that structure describes how different sections of music are ordered Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes, raps and songs. Develop an understanding of melody, the words and their importance in the music being listened to. Sing a song in 2 parts Use tuned percussion to compose and improvise Play instruments using the correct techniques with respect. Start to understand basic musical notation. Start to choose, organise and combine musical patterns. Practice, rehearse and present performances to audiences with a growing awareness of the people watching. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
<p><b>Year 3</b>  <b>Composer study:</b>  <b>Igor Stravinsky</b></p>	<p><b>Composer study: Igor Stravinsky</b>  Listen with direction to a range of high quality music  Confidently recognise a range of musical instruments.  Find the pulse within the context of different songs/music with ease.  Understand that improvisation is when a composer makes up a tune with boundaries.  Understand that composition is when a composer writes down and records a musical idea.  Sing songs with multiple parts with increasing confidence.  Play and perform with solo or ensemble contexts with confidence.  Begin to listen to and recall sounds with increasing aural memory</p>	<p>Listen with direction to a range of high quality music  Find the pulse within the context of different songs/music with ease.  Understand that composition is when a composer writes down and records a musical idea.  Play and perform with solo or ensemble contexts with confidence.  Use technology appropriately.</p>	<p>Listen with direction to a range of high quality music  Confidently recognise a range of musical instruments.  Find the pulse within the context of different songs/music with ease.  Understand that improvisation is when a composer makes up a tune with boundaries.  Develop an understanding of formal, written notation which includes crotchets and rests (Tudor Music)  Begin to listen to and recall sounds with increasing aural memory</p>

<p>Year 4 Composer study: <b>Camille Saint - Saens</b></p>	<p>Confidently recognise a range of musical instruments and the different sounds they make. Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory</p>	<p><b>Composer Study: Camille Saint- Saens</b> Confidently recognise a range of musical instruments and the different sounds they make. Use musical language to appraise a piece or style of music. Copy increasingly challenging rhythms using body percussion and untuned instruments Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Use technology appropriately.</p>	<p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Copy increasingly challenging rhythms using body percussion and untuned instruments Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory</p>
<p>Year 5 Composer study: <b>Johann Sebastian Bach</b></p>	<p>Compose complex rhythms from an increasing aural memory Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythm and varied pitch Sing as part of an ensemble with increasing confidence and precision Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets Develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Composer study: Johann Sebastian Bach</b> Compose complex rhythms from an increasing aural memory Understand how pulse, rhythm and pitch work together Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets Develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythm and varied pitch Sing as part of an ensemble with increasing confidence and precision Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Listen with attention to detail and recall sounds with increasing aural memory.</p>
<p>Year 6 Composer study: <b>Edward William Elgar</b></p>	<p><b>Composer study: Edward William Elgar</b> Sing as part of an ensemble with full confidence and precision Create a simple composition and record using formal notation Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Sing as part of an ensemble with full confidence and precision Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard Listen with attention to detail and recall sounds with increasing aural memory and accuracy Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p>	<p>Sing as part of an ensemble with full confidence and precision Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>



Improvise and compose music for a range of purposes using the inter-related dimensions of music

