

Music

at Norton CP School

At Norton Community Primary School, we make music an enjoyable learning experience and accessible to every child in our school. We aim to develop an awareness and appreciation of many styles and genres of music and teach practical performing skills which help the children to develop their confidence. At Norton CP School we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together and through singing it can make children feel positive and happy. Music has a positive impact on a child's wellbeing and resilience. We feel that performing music and learning about the skills involved in reading, composing and describing music can support a child's creativity and allows them to use their imagination to express themselves.

In music lessons, children learn under four main areas: performing (using instruments and singing), composing (making up their own sections of music), transcribing (writing music down) and describing (using technical musical vocabulary.) The children learn knowledge and skills relevant to their age and they build and develop these skills as they move through the school. We follow the National Curriculum for Music to ensure correct coverage. To develop these areas and allow the children to apply the skills we teach the children how to play musical instruments including the recorder, glockenspiel and Samba Band and allow them to compose their own sections of music on them. The children also develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

As well as music lessons, we offer extra-curricular activities such as a choir who take part in different events. We have an external piano teacher who comes into school and 'Music in Schools' offer lessons to children from Years 3-6 lessons in clarinet, flute, saxophone, cornet, trumpet, tenor horn & fife. Additionally, we play a 'music of the week' as the children walk into assembly so that they are exposed to a wide range of composers and styles of music from different years and eras, enabling them to develop an understanding of the history of music. We also hold weekly singing assemblies where children from the different year groups sing together and at Christmas and Easter; we go to the local church to hold services where the children sing songs and the musicians play instruments. We feel that these events help to create a sense of community within the school and allow children from different ages to perform together to create a lovely sound. The Christmas and Easter services are also attended by parents which allows them to appreciate the music and again strengthens the sense of community.

Please note: objectives in blue (EYFS) relate to 3&4 year olds whilst objectives in green relate to Reception children.

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To perform

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Play instrument with increasing control to express their feelings and ideas</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Sing a large repertoire of songs and know many rhymes</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music</p>	<p>Use voices by singing songs and speaking chants and rhyme</p> <p>Show an awareness of pitch</p> <p>Follow simple instructions for when to sing or play an instrument</p> <p>Copy simple sequences of long and short, high and low, loud and quiet sounds using voice or instruments</p> <p>Hold the beat/pulse of a tune</p>	<p>Use voices creatively and expressively when singing (accurately following the melody) and speaking chants and rhymes</p> <p>Imitate changes in pitch</p> <p>Follow instructions for how and when to sing or play an instrument, playing tuned and untuned instruments musically</p> <p>Copy simple rhythms, making and controlling sounds of different lengths, dynamics and pitch using voice and instruments</p> <p>Identify the beat/pulse of a tune</p>	<p>Show control of voice by singing tunefully and from memory with an awareness of pitch, tempo and dynamics</p> <p>Pronounce words within a song clearly</p> <p>Maintain a simple part within a vocal group (eg rounds) and an instrumental ensemble (eg Samba, recorders, glockenspiels)</p> <p>Play notes on an instrument with control and care demonstrating an awareness of others</p>	<p>Sing or play with increasing confidence and enjoyment with awareness of musical phrasing – dynamics, pitch, breathing and diction</p> <p>Perform in ensembles of varying sizes, including performing a solo part in a small ensemble vocally or instrumentally</p> <p>Begin to recall sounds with increasing aural memory by developing understanding of basic intervals (use the tonic Sol-fa system)</p>	<p>Play and perform in solo and ensemble contexts with confidence, accuracy and enjoyment suggesting where and how to create musical phrasing, shaping and expression within the music, linking to the inter-related dimensions of music</p> <p>Hold a part within a song or ensemble with more than one part (eg melody and counter melody/vocal accompaniment/polyrhythms)</p> <p>Develop understanding of intervals, applying knowledge of note names and the stave to help pitch notes with increasing aural accuracy and 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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Sing a harmony part confidently and accurately with appropriate musical phrasing and expression</p> <p>Confidently hold a part in an ensemble, directing and supporting others where appropriate</p>

To describe

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Refer to the inter-related dimensions of music, specifically using musical vocabulary for dynamics, pitch and tempo to evaluate and discuss music from a range of different historical and cultures including works by the great composers and musicians</p> <p>Place key works (linking to topic work) on a musical timeline</p> <p>Engage in creative writing which uses music as its stimulus</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music recognising changes in dynamics, pitch and tempo and commenting on the timbre of the music</p> <p>Identify familiar musical instruments performing in a range of music from different historical periods and cultures, adding these to a musical timeline</p> <p>Engage in creative writing which uses music as its stimulus</p>	<p>Through listening to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <p>use the terms: timbre, pitch, tempo and the use of silence to describe music</p> <p>identify areas of likes and dislikes within a piece of music making simple references to musical vocabulary</p> <p>understand layers of sounds, identifying specific instruments and the effect they have on the timbre of the music and discuss their effect on mood and feelings</p> <p>Engage in creative writing which uses music as its stimulus, beginning to include musical vocabulary</p>	<p>Through listening to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <p>use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</p> <p>evaluate music using the inter-related dimensions of music to identify areas of likes and dislikes</p> <p>Understand layers of sounds and discuss their effect on mood and feelings making confident references to the inter-related dimensions of music</p> <p>Engage in creative writing which uses music as its stimulus, using musical vocabulary accurately</p>	<p>Through listening to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <p>choose from a wide range of musical terminology to describe and appraise music including pitch, dynamics, tempo, timbre, texture, lyrics and melody, expression and phrasing, accompaniments</p> <p>Explore the sense of occasion and cultural and historical contexts of key works, linking to topic work</p> <p>Engage in creative writing which uses music as its stimulus, beginning to include musical terminology</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>Develop an understanding of the history of music</p> <p>Use musical terminology confidently and accurately when appraising music composed by others and by themselves</p> <p>Engage in creative writing which uses music as its stimulus, using musical terminology relating to the inter-related dimensions of music</p>

To compose

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Create their own songs, or improvise a song around one they know</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Improvise and experiment with instruments and voice to create sequences of long and short, high and low, loud and quiet sounds</p>	<p>Improvise and experiment with, create, select and combine sounds using the inter-related dimensions of music, specifically those linking to pitch, dynamics and tempo</p> <p>Create short rhythmic patterns and musical phrases</p> <p>Choose sounds to create an effect</p> <p>Sequence sounds to create an overall effect</p>	<p>Improvise and compose short, repeated phrases of melodic and/or rhythmic music for a range of purposes</p> <p>Create simple accompaniments</p> <p>Choose, order, combine and control sound to create short, abstract effect, linking to the inter-related dimensions of music (dynamics, pitch, tempo and silence)</p> <p>Use digital technologies to create short pieces of music</p>	<p>Improvise and compose longer sections of melodic and/or rhythmic music for a range of purposes drawing upon their knowledge of the staff (different note values and pitch) with a range of instruments</p> <p>Use sound to create abstract effects considering how to change the feeling/scene portrayed and the duration of the effect (should it be longer/shorter?)</p> <p>Create varied accompaniments</p> <p>Choose, order, combine and control sounds referring to the inter-related dimensions of music to create an effect</p> <p>Use digital technologies to create longer pieces of music considering basic binary form</p>	<p>Create a section of a song (ie lyrics, chorus or verse)</p> <p>Create rhythmic patterns that can be accurately played within a steady beat using knowledge of time signatures and pulse</p> <p>Combine a variety of musical devices including melody and rhythm, considering how to add an effective accompaniment</p> <p>Begin to indicate phrasing and expression using musical terminology (eg Italian names for tempo and dynamics) linking to the inter-related dimensions of music</p> <p>Use digital technologies to create structured pieces of music making editing decisions when appropriate</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create songs with verses, a chorus and an instrumental section</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Combine a variety of musical devices including melody, rhythm and chords</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect</p> <p>Use digital technologies to compose, refine and edit pieces of music</p>

To transcribe

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>Explore the use of symbols to represent sounds (high and low, long and short, loud and quiet) and use them to help with a performance (eg graphic scores)</p>	<p>Use symbols to represent a composition and use them to help with a performance (eg rhythm grids)</p> <p>Create symbols for others to interpret and follow including non-standard symbols indicating when to play and when to rest</p>	<p>Recognise the notes EGBDF and FACE on the musical stave</p> <p>Recognise the symbols (notes and rests) for crotchet, minim and semi breve, understanding the corresponding durations</p> <p>Understand that music is written in bars, transcribing simple rhythms in common time</p>	<p>Use standard symbols to indicate when to play and rest</p> <p>Recognise the notes EGBDF and FACE and write short musical phrases accurately in bars on the stave using common time and in 3/4</p> <p>Use the symbols (notes and rests) for minim, crotchet and semi breve and quavers and say how many beats they represent</p> <p>Use the treble clef to develop an understanding of pitch (ie the treble clef is used for the child's voice/recorders)</p>	<p>Read and create notes on the musical stave</p> <p>Understand the purpose of the treble and bass clefs relating to pitch</p> <p>Use and understand simple time signatures</p>	<p>Use and understand staff and other musical notations</p> <p>Read and create notes on the musical stave including ledger lines</p> <p>Understand the purpose of the treble and bass clefs and use them in reading music and transcribing compositions, including basic chords to accompany melody</p> <p>Investigate sharps and flats, supporting the recall of sounds with increasing aural memory</p> <p>Use and understand simple time signatures including those in simple and compound time</p>

Technical Knowledge

By the end of KS1:

- Children will know how to produce sounds on a range of tuned and untuned percussion with an awareness of other around them
- Children will warm up their voices appropriately for singing
- Children use musical terminology to describe pitch, dynamics and tempo

By the end of KS2:

- Children will have the knowledge to play notes on the recorder, glockenspiel and the instruments of the Samba Band as well as a range of tuned untuned percussion instruments and use these skills to help them improvise and compose
- Children read and write notes on the musical staff including using the staff to record their own compositions
- Children a wide range of musical terminology linking to the inter-related dimensions of music to help them evaluate music from a range of historical and cultural contexts