

## St. John's CofE Primary School - Music Curriculum Planning

### Early Years Foundation Stage - Ruby Class (Nursery & Reception)

St. John's EYFS pupils listen to music and sing regularly with the classroom practitioners. They have access to musical instruments in the classroom at all times, allowing for spontaneous, child-initiated musical experimentation. They also have timetabled lessons with a Music specialist once a week. These lessons are mostly teacher-led, with an emphasis on fun and play and with some child-led activities. Musical activities and experiences contribute to pupils attaining the *EYFS Statutory Framework's* required areas of learning and development, including:

- performing and singing skills
- development of creativity, imagination and self-expression
- communication, listening, language and mathematics skills
- the ability to respond to music emotionally and with movement
- an understanding of how to relate to the world and those around them
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### Progression

Development and learning progression can be found in the '*Music Skills Progression*' document)

NB/ The **main focus of study** for each term is detailed in the table below, although **all core skills are visited** repeatedly **throughout the year**. In addition to their Music lesson, pupils also take part in a **weekly, whole-school Singing Session**, during which they learn songs for performance at **concerts, assemblies** and **collective worship**.

## Early Years Foundation Stage Unit Plans - Ruby Class (Nursery & Reception)

	Autumn		Spring		Summer	
<b>Ruby Class</b> <i>(A two-year rolling plan avoids repetition, although many activities/games are deliberately revisited)</i>	<b>• Settling in and confidence building</b> <ul style="list-style-type: none"> <li>- Group singing</li> <li>- Clapping games</li> <li>- Finding the beat</li> </ul> <b>Harvest Assembly</b>	<b>• How can sounds change?</b> <ul style="list-style-type: none"> <li>- Listening for sounds around us</li> <li>- Exploring my voice (dynamics and timbre)</li> </ul> <b>Nativity &amp; Christmas Songs</b>	<b>• Instruments</b> <ul style="list-style-type: none"> <li>- Percussion</li> <li>- Tempo games</li> <li>- Pitch games</li> </ul>	<b>• Repeating Patterns</b> <ul style="list-style-type: none"> <li>- Rhythm games</li> <li>- Performing from symbols/ graphic scores</li> </ul> <b>Easter Hymns</b>	<b>• Descriptive Music</b> <ul style="list-style-type: none"> <li>- Listening for musical features</li> <li>- Responding to music with imagination and movement</li> </ul> <b>Ascension Service</b>	<b>• Composition</b> <ul style="list-style-type: none"> <li>- Describing characters, animals, emotions using music</li> <li>- Inventing symbols and graphic scores</li> </ul> <b>Summer Concert</b>

## **Music Planning for Key Stages One and Two**

Music planning for KS1 and KS2 considers the aims and attainment targets of the *National Curriculum's Music Programme of Study*, as well as, where possible, the non-statutory guidance provided by the *Model Music Curriculum*. Throughout the Key Stages, pupils develop musical skills and techniques in a range of ongoing activities, including:

- Singing/chanting/call and response
- Performing with body/vocal sounds and tuned/untuned percussion instruments
- Games that develop musicianship and an understanding of the musical elements
- Reading from graphic scores and following a conductor
- Learning to play the glockenspiel, reading standard notation from the Treble Clef
- Improvisation and composition
- Active listening and analysis of Western Classical and World Music in a range of genres and historical styles
- Responding to music with movement

### **Progression**

Prior learning is built upon and developed throughout Key Stage One and prepares pupils for Key Stage Two. For full details of how skills are developed, please refer to the '*St. John's Music Skills Progression*' document.

NB/ The **main focus of study** for each term is detailed in the tables below, although **all core skills are visited repeatedly throughout the year**. In addition to their Music lesson, pupils also take part in a **weekly, whole-school Singing Session**, during which they learn songs for performance at **concerts, assemblies and collective worship**.

## Key Stage One – Sapphire Class (Years 1 & 2)

<b>Sapphire Class</b>  <b>(KS1 Y1&amp;2)</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<p><i>(Because each class contains two year-groups, we follow a <b>two-year rolling programme</b>. Where appropriate, ongoing skills are reinforced using games that we return to repeatedly, but elsewhere lesson content changes on a two-year cycle to avoid repetition)</i></p>	<p><b><u>Sound Sources</u></b></p> <p>Pupils <b>investigate sounds</b> around us and sounds that we can make ourselves - with our body and voice, or with instruments. They learn to recognise, differentiate between and perform using different <b>timbres and dynamics</b> and they use appropriate <b>musical vocabulary</b> to describe these sounds.</p> <p><b>Harvest Service</b></p>	<p><b><u>Pulse &amp; Tempo</u></b></p> <p>Pupils focus on <b>finding the pulse</b> and moving to it. They differentiate between pulse and rhythm, looking at how both can be changed in order to alter the feel of a piece of music. They respond to and <b>explore changes in tempo</b> and they compose simple rhythmic patterns in order to create an accompaniment for a song or chant.</p> <p><b>Remembrance Service</b></p> <p><b>Christmas Concert</b></p>	<p><b><u>Duration</u></b></p> <p>Pupils <b>make and control long and short sounds</b> using their voices and instruments. They work in small groups to compose, perform and record extended sequences involving sounds of varying duration.</p>	<p><b><u>Pitch</u></b></p> <p>Pupils <b>listen to, recognise and describe pitch</b>, using appropriate vocabulary. They create pitched sounds with their voice and with tuned instruments. They explore how pitch can be represented visually.</p> <p><b>Ash Wednesday Service</b></p> <p><b>Easter Concert</b></p>	<p><b><u>Recognising &amp; Representing Sounds</u></b></p> <p>Pupils learn how to follow a conductor and <b>explore how written symbols and graphic scores can represent sound</b>. They explore a wide range of instrumental timbres, including those from the Classical orchestra and from World Music.</p> <p><b>Ascension Service</b></p>	<p><b><u>Composition</u></b></p> <p>Pupils explore how <b>sounds and instruments can be used expressively</b> and combined to create music in response to a stimulus. They are introduced to the musical elements of <b>texture and structure</b>.</p> <p><b>Summer Concert</b></p>

## Key Stage Two - Diamond Class (Years 3 & 4)

<b>Diamond Class</b>  <b>(KS2 Y3&amp;4)</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<i>(Because each class contains two year-groups, we follow a two-year rolling programme. Where appropriate, ongoing skills are reinforced using games that we return to repeatedly, but elsewhere lesson content changes on a two-year cycle to avoid repetition)</i>	<u><b>Descriptive Sounds</b></u>  Pupils <b>explore the use of the musical elements and tonality</b> when creating, performing and analysing descriptive music.  <b>Harvest Service</b>	<u><b>Rhythmic Patterns</b></u>  Pupils <b>create rhythmic patterns</b> using body sounds and percussion. They <b>perform from standard notation</b> .  <b>Remembrance Service</b>  <b>Christmas Concert</b>	<u><b>Learning an instrument</b></u>  Pupils <b>learn to play the glockenspiel, reading from the Treble Clef</b> . They explore pitch and intervals, creating short melodic motifs and accompaniments to songs.	<u><b>Learning an instrument</b></u>  Pupils <b>learn to play the glockenspiel, reading from the Treble Clef</b> . They explore pentatonic scales, ostinati and harmony through drones.  <b>Ash Wednesday</b>  <b>Easter Concert</b>	<u><b>Composition</b></u>  Pupils <b>explore programme music and create their own compositions</b> to describe different emotions and moods.  <b>Ascension Service</b>	<u><b>Listening and Responding</b></u>  Pupils <b>explore the music of the Western Classical tradition</b> . They listen to music from the Renaissance, Baroque, Classical, Romantic and Modern periods.  <b>Summer Concert</b>

## Key Stage Two - Emerald Class (Years 5 & 6)

<b>Emerald Class (KS2 Y5&amp;6)</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<i>(Because each class contains two year-groups, we follow a two-year rolling programme. Where appropriate, ongoing skills are reinforced using games that we return to repeatedly, but elsewhere lesson content changes on a two-year cycle to avoid repetition)</i>	<p><b><u>World Music</u></b></p> <p>Pupils explore the music and rhythmic devices used in many <b>South Asian, South American and African drumming traditions</b>. They learn to <b>perform rhythmic patterns confidently</b> and with a strong sense of pulse.</p> <p><b>Harvest Service</b></p>	<p><b><u>Rounds</u></b></p> <p>Pupils <b>sing and play (on glockenspiels) in two or more parts</b>. They explore the harmonies created, experimenting with concords and discords. They accompany themselves with melodic ostinati and drones.</p> <p><b>Remembrance Service</b></p> <p><b>Christmas Concert</b></p>	<p><b><u>Space Music</u></b></p> <p>Pupils work in groups and as a class to extend their sound vocabulary, including the use of ICT, in order to <b>create a soundscape</b>.</p>	<p><b><u>The development of song</u></b></p> <p>Pupils listen to songs from musical history, <b>focussing on the development of the form</b>. They sing examples of songs from different musical periods.</p> <p><b>Ash Wednesday</b></p> <p><b>Easter Concert</b></p>	<p><b><u>Songwriter</u></b></p> <p>Pupils develop the ability to <b>compose a song</b> with an awareness of the <b>relationship between lyrics and melody</b> and an understanding of how to create a mood or tell a story.</p> <p><b>Ascension Service</b></p>	<p><b><u>Performing Together</u></b></p> <p>Pupils <b>prepare instrumental and vocal items for their Summer Concert</b>, focussing on performing with confidence, expression and control.</p> <p><b>Summer Concert</b></p>