

Piddle Valley CE First School

Music: Intent, Implementation and Impact Progression Map



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Expressive Arts and Design: Exploring and Using Media and Materials

- To sing a few familiar songs.
- To imitate movement in response to music.
- To tap out simple repeated rhythms.
- To explore and learn how sounds can be changed.
- To begin to build a repertoire of songs and dances.
- To explore the different sounds of instruments.

Expressive Arts and Design: Being Imaginative

- To develop a preference for forms of expression.
- To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- To sing to self and make up simple songs.
- To make up rhythms.
- To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words

Key Stage 1 National Curriculum Expectations

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 inter-related dimensions of music

Key Stage 2 National Curriculum Expectations


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 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.

Intent


At Piddle Valley, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. The intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Piddle Valley is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. As a school community, our intent is to utilise music and particularly singing as a mood-raising experience as part of our approach to well-being and mental health.



Implementation

The music curriculum is taught through the 'Charanga Musical Schools' scheme (base on Kodaly principles) and ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies and collective worship, various concerts and performances, the learning of instruments, and Piddle Valley talent shows. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play tuned and untuned percussion, as well as an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. The curriculum is taught in a playful manner through games which have different challenge levels (Bronze, Silver and Gold).

Children explore music through other subjects, such as 'cymatics' in Science Week. Music from the 'Composer of the Month' is shared at the start of assemblies and National Anthems/music from other countries are played at the start of each singing assembly to develop the children's cultural awareness.



Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to the children individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. At Piddle Valley, children and staff have a love for music and singing which impacts well-being and lifts spirits.

2019-2020	Autumn Term 1.1	Autumn Term 1.2	Spring Term 2.1	Spring Term 2.2	Summer Term 3.1	Summer Term 3.2
Forest Class R/Y1	Hands, Feet, Heart South African Music (<i>Glockenspiel C & D</i>)	Rhythm In The Way We Walk Reggae Music Christmas Singing Focus & Untuned Percussion	In The Groove Music Variety: E.g Handel and Ricky Martin	Round and Round Music Variety: E.g. John Williams and Michael Buble (<i>Glockenspiel C,D & F</i>) Colours Singing Focus & Untuned Percussion	Cinderella Singing Focus & Untuned Percussion Composition The UK National Anthem	Oceans, Seas and Rivers Singing Focus & Untuned Percussion Composition
Ocean Class Y2/Y3	Let Your Spirit Fly R&B Music (<i>Class Band with range of tuned and untuned instruments and individual instruments</i>)	Glockenspiel Stage 1 (<i>Glockenspiel</i>) Christmas Singing Focus & Untuned Percussion	Three Little Birds Reggae Music: Bob Marley	The Dragon Song Folk Melodies Singing in Parts	Bringing Us Together Disco Singing Focus & Untuned Percussion Composition	UK National Anthem (<i>Recorders</i>)
Amazon Class Y3/Y4	Remembrance Day Prayer Songs and Songs From The Trenches	Glockenspiel Stage 2 (<i>Glockenspiel</i>) Christmas Singing Focus & Untuned Percussion	Stop! Rap Music and Hip Hop, Classical, Tango	Lean On Me Soul & Gospel (<i>Variety of instruments</i>)	Blackbird Beatles Songs (<i>Variety of instruments</i>)	Djembe Course (<i>Djembe Drums</i>)

2020-2021	Autumn Term 1.1	Autumn Term 1.2	Spring Term 2.1	Spring Term 2.2	Summer Term 3.1	Summer Term 3.2
Forest Class R/Y1	Big Bear Funk Funk Music & Nursery Rhymes	Ho! Ho! Ho! + songs by Frank Sinatra, Elvis Presley and Stevie Wonder Christmas Singing Focus & Untuned Percussion	I Wanna Play In A Band Rock Music (<i>Glockenspiel C & D</i>)	Hey You! Hip Hop Songs (<i>Glockenspiel C & G</i>)	Minibeasts Classical & Mexican Singing Focus & Untuned Percussion Composition	Dinosaurs Singing Focus & Untuned Percussion Composition
Ocean Class Y2/Y3	Staying Healthy World Music (<i>Keyboard</i>)	Mamma Mia The Music of ABBA (Variety of Instruments)	Stop! Rap Music and Hip Hop, Classical, Tango	Happy + songs by The Carpenters and Katrina and the Waves	Friendship Song + songs by Bruno Mars and from the musicals Singing in Parts	Djembe Course (<i>Djembe Drums</i>)
Amazon Class Y3/Y4	Livin' On A Prayer Rock Music (<i>Glockenspiels</i>)	Classroom Jazz 1 Jazz/Swing Music (Variety of Instruments)	Make You Feel My Love Pop Balads (Variety of Instruments)	The Fresh Prince of Bel Air Hip Hop (Variety of Instruments)	Dancin' In The Street Martha and the Vandellas 1960s/1970s Music Singing Focus	Ukele Course (<i>Ukele</i>)

