



MUSIC

EXPECTATIONS:

Early Learning Goals which link to the Curriculum

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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:

- 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.



STATEMENTS OF: INTENT

We believe that every child at Riverside should have the opportunity to develop an appreciation and love of music. We believe that a love of music fosters a great ability to collaborate, builds confidence and inspires passion. Music is a thread that runs throughout our school, whether learning, observing or performing and we strive to create a culture of appreciation. Our children are provided with a diverse and ambitious curriculum that ensures learning is progressive and inclusive, so every child has the opportunity to excel.

IMPLEMENTATION

At Riverside, Music is taught progressively by our specialist Music tutor who provides consistently high-quality music lessons for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils. The curriculum is taught through a combination of word, song, play, movement and hand signals, to ensure learning is engaging, it resonates and can be accessed by all. At Riverside, singing and performing is not only an extremely important part of our music curriculum, but plays a significant part in school life. Through weekly singing assemblies the children are provided with regular opportunities to perform and to consolidate the skills being taught in their music lessons. Through our school choir, class assemblies, seasonal concerts and end of year performances, our children are provided with a variety of opportunities to share their love of music and perform to a larger audience. Pupils have the opportunity to perform externally at locations such as the Royal Festival Hall, the Old Vic and Tooley Street. In addition to this, our children take part in cross-school performances, with even larger audiences, such as the Young Voices concert (spring term) at the O2 and Ukulele Festival (summer term) at the Southbank Centre, London.

IMPACT

The impact of this curriculum upon our children's learning is evident week upon week, year upon year, through the children's lessons, singing assemblies and performances. Recordings of the children are used to keep a record of their progress and support the ongoing assessment that takes places in real-time. Lessons are monitored by subject and senior leaders and an ongoing dialogue with class teachers and the specialist music teacher ensures gaps can be identified and improvements can be made. Additionally, it is through the children themselves that we are able to assess the impact of the curriculum: through observing their practice, discussions about their learning and through pupil voice, we are able to monitor their progress, understanding and enjoyment.



SUBJECT OVERVIEW

PROGRESSION:

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING	<p>Pupils can:</p> <ul style="list-style-type: none"> • join in with dance and movement songs well. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • sing by themselves in a call and response song – on the whole correctly with pitch and rhythm. • distinguish between talking, whispering and singing voice. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • sing a range of songs with good posture and in tune voice. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of SO/MI/LA and on the whole can sing back correctly. • sing with good pitch. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • sing SO/MI/LA as a copy back, with occasional 'silent gestures' from teacher. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • sing a wide variety of song with clear tuning and dynamics. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • improvise singing their own name with good pitch/phrasing/dynamics. 	<p>Pupils can:</p> <ul style="list-style-type: none"> • sing with a group– DO/RE/MI/FA/SO/LA/TI/DO. • sometimes sing without pitch guide, just hand gesture, a variety of these pitch patterns.



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MUSIC APPRECIATION	<p>Pupils can respond through movement to a wide variety of music, exploring tempi and dynamics.</p> <p><i>Faure Pavane – Tip Toe Music</i> <i>Bizet Les Toreadors – Marching Music</i> <i>Let’s Clap Our Hands</i> <i>Unsquare Dance – Imitating instruments</i> <i>Hall of the Mountain King – loud/soft/slow/fast/sudden</i> <i>Clog Dance – wooden</i> <i>Alpa – Gradual volume increase</i></p>	<p>Pupils can respond through movement to a wide variety of music, exploring tempi and dynamics.</p> <p><i>Get You Moving – Action Song</i> <i>One Way – Reggae off-beat</i> <i>The Lost Place – Algerian mix fusion music</i> <i>Jumping Dance – beat</i> <i>William Tell Overture – 4 clear sections depicting different elements</i> <i>4 different moods</i> <i>Fisher’s Hornpipe – Instrument identification</i> <i>Vivaldi’s Winter – Violin Loud/Soft</i></p>	<p>Pupils can identify new sounds and how they can be used in music: <i>Dark Side of the Moon – mechanical sounds</i> <i>Summertime – Harmonica</i> <i>Luna Lagoon – 4 new instruments</i> <i>1812 Overture – Tubular Bells soft to loud</i></p> <p>Pupils can discriminate between longer and shorter sounds in recorded music and move appropriately to them</p> <p><i>Mu Min Xin Ge –Flute solo</i> <i>Under Stars – Use to create atmosphere</i> <i>Gamelan Music</i> <i>Fantasia on Greensleeves, Vaughan Williams</i></p> <p>move appropriately to music with a strong pulse: <i>Pizzicato Polka</i> <i>Dance of the Sugar Plum Fairy</i></p>	<p>Pupils can identify and demonstrate through movement a recognition of higher and lower sounds in live and recorded music.</p> <p><i>Avec la Garde</i> <i>Montante – Piccolo</i> <i>African Drum – different pitches</i> <i>Divisions on a Ground – organ ground bass notes</i></p> <p>Pupils can respond to, and discuss different moods of recorded music</p> <p><i>Carillon – Loud/Soft</i> <i>Winds on the Mountain</i> <i>Que te la Pondo – Salsa music</i> <i>Henna – Lively Egyptian music</i> <i>It Don’t Mean a Thing – New Orleans Jazz upbeat</i> <i>West Side Story</i></p>	<p>Pupils can listen to a respond to music with an animal theme, linking to their composition project. <i>Carnival of the Animals</i> <i>Luna Lagoon</i></p> <p>Pupils can recognise ostinatos in recorded music, relating to their term’s composition project. <i>Unsquare Dance, Brubeck</i> <i>Bolero , Ravel</i> <i>Alper</i> <i>Tubular Bells</i></p> <p>Pupils can give their views on the effect created by composers of songs i.e. changing the arrangement of a piece of music can alter the mood. <i>My Favourite Things, Sound of Music and John Coltraine jazz version.</i> <i>Summertime – Gershwin opera and Ella Fitzgerald jazz</i></p>	<p>Pupils can respond appropriately to music based on the pentatonic scale (linking to their composition topic) <i>Japanese Drumming Piece – pentatonic melody on flute</i> <i>Hanukah – learn the pentatonic pattern as a round</i> <i>Theid me Dhach, trad Scottish folk</i></p> <p>Pupils can respond to music seeking to create a picture/imagery using music. This music is used as a stimulus for their composition project.</p> <p><i>Morning, Peter Grynt</i> <i>Winds on the Mountain</i> <i>The Witches Dance</i></p> <p>Pupils will also listen to a range of folk music from around the world.</p>	<p>Pupils can listen to and recognise cyclical elements of recorded and live music from around the world, linking to their topic on cyclical music. <i>Rwanamiza, Music from Rwanda</i> <i>Baris gede bandrangan, Gamelan</i></p> <p>Pupils can acknowledge music with different parts in it i.e. two-part harmony and music based on a fugue. <i>Tocatta and Fugue, Bach</i> <i>Fugate Tango Music</i> <i>Love Me Do, The Beatles – 2 voices in harmony</i> <i>O Sacrum Convivium, Messiaen – Choral Music</i></p> <p>Pupils can respond to and use recorded music based on space to support their compositions. <i>Under Stars, Uno Neptune, Holst</i> <i>Rocket Number 9 -Jazz</i></p>	<p>Pupils can identify and notate the structures of musical pieces (i.e ABACA)</p> <p><i>Alper, Vangelis</i> <i>Unsquare Dance</i> <i>Paranoid Android, Radiohead</i></p> <p>Pupils can recognise the different soundscapes of musical periods</p> <p><i>Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century</i></p> <p>Pupils can identify riffs in recorded music</p> <p><i>Take Five, Brubeck – Jazz</i> <i>The Big Payback, James Brown</i></p>
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SUBJECT OVERVIEW

MUSICIANSHIP (INCLUDING PITCH, RHYTHM AND NOTATION)	<p>Pupils can:</p> <ul style="list-style-type: none"> find the beat of any song with guidance and be able to play/tap along. join in appropriately when playing instruments, for the most part. play loud/soft and fast/slow with guidance. 	<p>Pupils can:</p> <ul style="list-style-type: none"> play or move to music with a sense of pulse and good rhythm. show an ability to move between playing the pulse of the song and 'freestyle' rhythm. show understanding of high and low pitch. 	<p>Pupils can:</p> <ul style="list-style-type: none"> join in to show awareness of rhythm and pulse. play well in partners – demonstrate playing short and long sounds. move with focus to recorded music. 	<p>Pupils can:</p> <ul style="list-style-type: none"> demonstrate good musical ability (joining in and following classmates with strong understanding of pattern/pulse) when playing in a small group. follow music teacher well when switching between different speeds. demonstrate a good understanding of tea/coffee – ta/titi. 	<p>Pupils can:</p> <ul style="list-style-type: none"> create and perform a descriptive piece of music based on animals in a small group. demonstrate an understanding of instrumental and vocal colours (timbre) whilst also incorporating some sense of pulse and rhythm. play their own repeating pattern as part of a class piece (ostinato). demonstrate TA/TITI/SHHH rhythms. 	<p>Pupils can:</p> <ul style="list-style-type: none"> demonstrate understanding of song structure and can improvise a 4-phrase rhythm (clapping) with three other children i.e. ABAC. play a pentatonic piece of music (Janey you see nobody pass here) and with guidance can switch between playing the melody/ostinato rhythm (claves) and triangle. demonstrate understanding of speaking and playing TA/TITI/TIKATI KA/SHHH rhythms by notation. 	<p>Pupils can:</p> <ul style="list-style-type: none"> demonstrate good pitching for LA/SO/MI/REH/DO. perform rhythmical patterns from memory (cyclic music) on the whole holding a steady rhythm part. tap and speak TA/TITI/TIKATIKA/SHH/TIMKI/TAI-TI rhythms well. <p>When playing the recorder, pupils can:</p> <ul style="list-style-type: none"> demonstrate good posture and breathing as well as soft pitch which is on the whole accurate. With guidance, be able to read SO/MI/DO as music notation (EBGBS song and Samba). demonstrate good finger positioning and some knowledge of notes. 	<p>Pupils can:</p> <ul style="list-style-type: none"> show some understanding of simple time (4/4 – Ta/titi/tikka tikka etc)) and compound time (6/8 – mineral fizzy water still) and play some of these rhythms accurately. play a part of a piece of music in compound time (here we go round the mulberry bush), not necessarily with good pulse. show understanding of music from different periods of Western Classical Tradition, such as Baroque and Romantic. demonstrate and identify musical elements of a piece (such as the tempo, ostinato, harmony line, soloist etc). notate on whiteboards different rhythm notation continuously clapped by teacher.
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Riverside