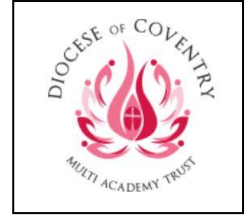




Leamington Hastings C of E Academy

Music and Expressive Arts and Design curriculum progression



At Leamington Hastings Academy our aim is to deliver a Music curriculum that engages, inspires and challenges every child, with the music curriculum made up of singing, listening, composing and performing. Music is an active subject, and children will take an active part in lessons as much as possible. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and musicality of every child. Singing is at the heart of our curriculum, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Through singing songs, children learn about the structure and organisation of music. As they get older, children also learn to play and perform on the ukulele. We teach children to listen, appreciate, and respond to different forms of music. We also teach the children how to work with others to compose music and perform for an audience.

In KS1, all children take part in a weekly music lesson. Music and singing also forms part of daily collective worship.

All children in school have the opportunity to perform for an audience, including Christmas plays, end of year plays, Mother's day assemblies, Father's day assemblies and Harvest Festival.


Aims


At Leamington Hastings C of E Academy we aim that children:



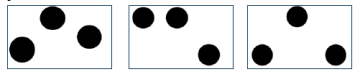
- develop a love of music
- enjoy taking part in musical activities
- build musical confidence by performing, creating and evaluating
- develop competence to excel in a broad range of musical activities
- develop creative critical thinking
- have the opportunity to listen to a range of live and recorded musical genres
- understand the construction of music and the impact on the listener


Skills and knowledge taught as part of music lessons:


	Rising 3	Pre-school	Reception	Year 1	Year 2
Singing	Children will experience 'warm up' games and activities in singing lessons, so that they use their voices safely.				
	Explore their voices by making loud/quiet and high /low sounds.	Children can use a 'singing voice' (not shouting).	Begin to control a singing voice to use loud and soft singing to add expression.	Sing simple songs with a very small pitch range E.g. Hello, how are you? https://www.bbc.co.uk/tea	Sing songs regularly with an expanding pitch range, showing increasing vocal control. E.g. 'have you

				ch/school-radio/music-ks1-sun-sea-song-warm-up/z7qg382	ever seen a penguin come to tea: https://www.youtube.com/watch?v=ufOuKmkwnKs
	Enjoy and take part in action songs nursery and rhymes.	Remember and sing entire simple songs such as nursery rhymes. Model by singing slowly to help children hear the words and melody.	Sing in a group or on their own, increasingly matching pitch in a limited range.	Progress to a wider pitch range e.g. 'Bounce high, Bounce low': https://www.youtube.com/watch?v=DuxHJQtnV0g including pentatonic songs e.g. 'Dr Knickerbocker': https://www.youtube.com/watch?v=5L40pXuNawY	
	Sing some songs regularly (e.g. nursery rhymes/prayers) so children begin to can learn the melody and words by heart.	Sing familiar songs by attempting changes in pitch to join in with the melody.	Sing call and response songs beginning to echo the melody.	Children can pitch match and control pitch by singing call and response songs, such as 'Pretty Trees'. https://www.youtube.com/watch?v=MYY3ivCA4wk	Children demonstrate dynamics (volume) and tempo (speed) by responding to visual directions and symbols including crescendo (gradual increase in volume), decrescendo (gradual decrease in volume) and rest (pause) 
			Sing a range of well known nursery rhymes and songs.		
Listening	Listen to a wide range of action songs from different cultures and languages.	Listen to a variety of cultural and historical music, encouraging children to respond by sharing their thoughts and feelings.	Children listen to music around the globe and traditional and folk music from Britain, sharing their ideas and thoughts.	Know that music can be used to tell / represent a story. Explore the context of the music – where it is from and a short background of the creator. Were any relevant events happening which influenced its creation? (e.g. war, protests, coronations)	Develop a knowledge and understanding of the genre of the music and the period of time it is from. Reflect on the inspirations of the composer.

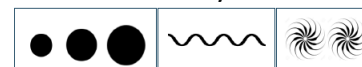
	Listen to sounds and music – demonstrate this by moving their bodies or responding emotionally.	Demonstrate increased attention by listening to music and responding by movement or drawing.	Listen to live music (e.g. play, pantomime or musicians) and express their feelings in response.	Listen in an active way, e.g. marching in time, playing a steady beat and maintaining a steady pulse, capturing the feel or style of the music through mark making.	Explore the music by listening to a recording. Imagine what it might have been used for (e.g. marching, dancing, relaxing). Respond by joining in with the purpose.
	Anticipate phrases or actions in rhyme and songs, for example in ‘row your boat’.	Identify some untuned instruments in games (maraca, wooden block, bells, tambourine).	Identify changes and patterns as music develops e.g. it got quicker/louder.	Pick a key skill (beat, rhythm, dynamics) and explore how this is used in a piece of music and the effect that this has. Respond to this in ways such as actions, drama or drawing.	
			Begin to identify instruments within music (drum, guitar, violin, trumpet).	Compare pieces of music within and across time periods, including some written by the same composer. Identify some of the instruments. Compare how each one makes you feel or what does it make you think of. How do they help to create an image or feeling for the listener?	
Musicianship	Experiments with playing untuned instruments loudly/quietly/fast/slow.	Responds to nursery rhymes by experimenting with dynamics.	Taps rhythms to accompany words, such as syllables (slug, spider, caterpillar), names or lyrics to a song.	Perform short copycat rhythms, led by the teacher.	Play copycat rhythms, copying a leader and invent rhythms for others to copy, using untuned percussion.
				Perform short continuous rhythm patterns (ostinato) while keeping in time with a steady beat.	Read and respond to chanted rhythm patterns, represent them with stick notation (crotchets, quavers and crotchets rests). Create and perform their own rhythm patterns with the same stick notation. 
				Perform word pattern chants (cat-er-pil-lar crawl,	Create rhythms using word phrases as a starting


			fish and chips). Create, retain and recall their own rhythm patterns. 	point (hel-lo Si-mon, can you come and play?)
Listen to environmental sounds, beginning to identify low and high sounds.	Use songs without words to enable children to 'pitch match' by using la or humming	Children attempt pitch matching games, copying short adult led phrases.	Listen to environmental sounds comparing low and high sounds. Sing familiar songs in low and high voices, talking about the difference in sound.	Sing short phrases independently within singing games based on the cuckoo interval (Little Sally Saucer), matching voices accurately, with support of the melody playing on a backing track.
			Begin to compare high or low pitches by moving hands up and down.	Respond independently to pitch changes within a piece of music, demonstrating this through hand positioning.
		Know that musical effects can be used to complement story telling.	Explore percussion sounds to enhance storytelling (Jack and the Beanstalk) and follow pictures and symbols to guide singing and playing – for example – 4 taps on a drum: 	Recognise dot notation and match it to 3 note tunes played on tuned percussion: 
March to a beat	Begin to clap or tap to the pulse of music	Keeps a steady beat by using body percussion, move in time and begin to respond to changes in tempo.	Walk, move or clap with the beat, adjusting for changes in tempo.	Understand the tempo can change, marking out the beat by tapping or clapping in time. Begin to group beats in twos and threes by tapping knees on the first beat, clapping the rest. Identify the beat grouping in familiar music. (Maple Leaf Rag, The Elephant from Carnival)

				<p>Children demonstrate dynamics (volume) and tempo (speed) by responding to visual directions and symbols including crescendo (gradual increase in volume), decrescendo (gradual decrease in volume) and rest (pause)</p> 		
				<p>Respond to the pulse in music through movement and dance, e.g. Stepping (Mattachins), Jumping (Trepak), Tiptoe (Scherzo).</p>		
<p>Tuned and untuned instruments / body percussion</p>	<p>Develop the use of body percussion through phase 1 phonics activities.</p>	<p>Use body percussion to maintain a steady beat.</p>	<p>Continue to use body percussion in compositions and performances.</p>			
	<p>Have opportunities in everyday play to access untuned instruments to create musical effects for imaginative purposes- drum, tambourine, woodblocks, triangle, maracas, cymbals, castanets and cowbell.</p>	<p>Have opportunities in everyday play to access untuned instruments to create musical effects for imaginative purposes, and begin to learn some of their names - drum, tambourine, woodblocks, triangle, maracas, cymbals, castanets and cowbell.</p>	<p>Know the names of tuned and untuned instruments, and compare and describe their sounds - violin, flute, ukulele, guitar, trumpet, piano, recorder, glockenspiel, bell, drum, tambourine, woodblocks, triangle, maracas, cymbals, castanets and cowbell.</p>	<p>Recognise many sounds of tuned and untuned instruments, comparing and describing their sounds – violin, flute, ukulele, guitar, piano, trumpet, recorder, glockenspiel, bell, drum, tambourine, woodblocks, triangle, maracas, cymbals, castanets and cowbell.</p>		
				<p>KS1 children experience a terms worth of ukulele teaching in each academic year.</p>		
				<table border="1"> <tr> <td data-bbox="1406 1342 1780 1528"> <p>Name the ukulele parts - neck, body, fretboard, sound hole, bridge, nut and tuning pegs, using songs such as meet my ukulele.</p> </td> <td data-bbox="1787 1342 2168 1528"> <p>Know and play some simple ukulele chords e.g. f major, c and a minor</p> </td> </tr> </table>	<p>Name the ukulele parts - neck, body, fretboard, sound hole, bridge, nut and tuning pegs, using songs such as meet my ukulele.</p>	<p>Know and play some simple ukulele chords e.g. f major, c and a minor</p>
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		Begin to hold the ukulele correctly when performing and in rest position.	Hold the ukulele correctly when performing and in rest position.
		Understand how to take care of the instrument and handle it carefully.	
		Name and play the four ukulele strings (GCEA)	Pluck the correct string as needed, e.g. to join in with stringalong rag or it's raining it's pouring.
		Join in with strumming activities and songs.	Strum with increasing accuracy, following and creating strumming patterns.
		Multitask by strumming and singing at the same time (songs such as thumb brush strum, the easier part in it's raining it's pouring)	Multitask by strumming, plucking and singing at the same time.
			Children demonstrate dynamics (volume) and tempo (speed) by responding to visual directions and symbols including crescendo (gradual increase in volume), decrescendo (gradual decrease in volume) and rest (pause)
			

Composing	Make rhythmical and repetitive sounds.	Experiment with different ways of playing instruments, listen to recordings of their own music using digital technology.	Makes own music with instruments or sound makers, choosing instruments to match their ideas.	Use instruments or sound makers to create musical sound effects and short sequences of sounds in response to a stimuli or brief (e.g. rainstorm, train journey or summer) in collaboration with peers. Combine musical effects to tell a story, such as Jack and the Beanstalk.	
	Experiment with ways of playing untuned instruments.	Change the words to well-known songs to improvise their own, or make up their own songs in play.		Improvise simple vocal chants, using question and answer phrases. (e.g. call and response).	Improvise simple question and answer phrases with a partner by singing and playing untuned percussion, to create a musical conversation.
	Make sounds with found objects, such as tapping a pencil or running a twig along a fence.	Tap simple rhythms for others to copy.	Makes up their own rhythms (e.g. using slug, spider, caterpillar), to accompany words or songs.	Understand the difference between creating a rhythm pattern and a pitch pattern. Explore symbols to represent graphic notation, including interpreting these in their own way.	Understand the difference between creating a rhythm pattern and a pitch pattern. Invent own symbols and use stick notation (crotchets and quavers) to represent graphic notation.
			Create own pieces of music using musical instruments within continuous provision.	Use music technology to capture, change and combine sounds	



Performing	Children in EYFS will have frequent opportunities to perform their work within continuous provision, making the most of using the stage, and in situations beyond the classroom.			Children in KS1 will have frequent opportunities to perform their work, both with and beyond the classroom.	
	Begin to accompany action songs by playing instruments or moving their body.	Play instruments from a range of cultures to express feelings and ideas	Explore music making in groups, enjoying playing to a small audience	Invent, retain and recall rhythm and pitch patterns, taking turns to perform these for others.	Perform own rhythm patterns with crotchet and quaver stick notation. 
			Build confidence to perform solo	Collaborate to perform as part of a group.	Develop a sense of confidence and ownership when performing for or with others
				Give peer feedback by listening carefully to others, choosing a favourite element.	Listen respectfully to other performers, constructively expressing their thoughts on performances.
	Take part in the school Christmas and end of year plays, assemblies such as Mother's and Father's day assemblies, and church services, by singing with adult support as necessary.			Take part in the school Christmas and end of year plays, assemblies such as Mother's and Father's day assemblies, and church services, by singing.	
				Engage with an audience and acknowledge applause.	
Hold a short concert for other children and parents in the school by performing on the ukulele at least once per academic year.					
			Respond to feedback from both adults and peers.		

Children in the EYFS will listen and respond to a range of pieces of music such as nursery rhymes and songs written for children. The following musical pieces are those suggested by the Department for Education that may be listened to throughout KS1, with children having the opportunity to listen and respond to these. Music will also be listened to as part of our multicultural R.E. enrichment days.

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown