

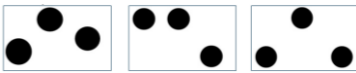





BRW Music Curriculum

Foundation stage – Key Stage 1

MUSICAL ASPECT	Foundation stage	Year 1	Year 2
<p>SINGING</p> <p>DM = Development Matters</p> <p>Green font = what is done to support the children</p>	<ul style="list-style-type: none"> To find a singing voice and use their voice confidently Sing a melody with developing accuracy at their own pitch Sing with awareness of other performances in class, nativity play, liturgy and in Mass <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p>DM (Nursery Aut 2) - 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>Create their own songs or improvise a song around one they know.</p> <p><i>Begin to join in with familiar songs in hymn practise</i></p> <p><i>End of Nursery/FS2 Baseline- Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2) - Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><i>Join in full songs during hymn practise and assembly/mass singing</i></p> <p><i>Sing Christmas Nativity songs and perform these to an audience</i></p> <p><i>FS 2pring 2 - Be able to perform favourite songs for a familiar group.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Sing a wide range of call and response songs to control and match pitch with accuracy (see Year 1 Songs To Sing section below) Sing with a sense of awareness of pulse and control of rhythm Sing simple songs, chants and rhymes from memory and with expression Follow pitch movements with their hands, use high, low and middle voices, respond to simple visual directions and counting in Sing with an awareness of other performers in class assemblies, nativity play, liturgies and Masses 	<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control (See Year 2 Songs To Sing Appendix) Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) Recognise phrase lengths and know when to breathe Sing with an awareness of other performers in class assemblies, nativity play, liturgies and Masses
<p>LISTENING</p> <p>Memory and Movement</p>	<ul style="list-style-type: none"> Remember short songs and sounds. Repeat patterns of sounds. Responds physically when performing music. <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p><i>Copy actions/phrases from videos such as Go Noodle, Cosmic Disco, CBeebies rhyme</i></p> <p>DM (Nursery Aut 2) - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><i>(FS2 Aut 2) Join in full songs during hymn practise and assembly/mass singing</i></p> <p><i>Sing Christmas Nativity songs and perform these to an audience</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Experience live music opportunities (other year groups, other schools. See Year 1 and 2 Songs To Listen To Appendix) 	
<p>MUSICANSHIP</p> <p>Pulse/Beat</p> <p>Rhythm</p> <p>Pitch</p>	<ul style="list-style-type: none"> Understand fast and slow. Accompany a chant or song. Accompany a chant or song by clapping the rhythm. <p>DM (Nursery Baseline) - Enjoy moving to music.</p> <p>DM (Nursery Aut 2) - 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>Pulse</p> <ul style="list-style-type: none"> Walk, move, clap a steady beat with others, changing the speed of the beat as the tempo changes Use body percussion (clapping, tapping, walking) and classroom percussion (shakes, sticks, blocks), playing repeated patterns (<i>ostinato</i>) and short, pitched patterns on tuned instruments to maintain a steady beat Respond to the pulse in recorded/live music through movement or dance <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by an adult 	<p>Pulse</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. <i>Bolero</i> by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (e.g. <i>La Mourisque</i> by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

	<p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>DM (Nursery End/FS2 Baseline) Listen with increased attention to sounds. <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p><i>(FS2 Aut 2) - Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i> <i>Watch and join in with the rhythm videos and say which they like and don't like</i></p> <p><i>(FS2 Spring 2) - Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns  <p>Year 1- Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds Sing familiar songs in both low and high voices and talk about the difference in sound Explore percussion sounds to enhance storytelling, e.g. <i>ascending xylophone notes to suggest Jack climbing the beanstalk, regular strong beats played on a drum to replicate menacing footsteps etc</i> Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum 	<ul style="list-style-type: none"> Identify the <i>beat groupings</i> in familiar music that they sing regularly and listen to, e.g. in 2s <i>Maple Leaf Rag</i> by Joplin, in 3s <i>The Elephant</i> from <i>Carnival of the Animals</i> by Saint-Saëns <p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including <i>crotchets, quavers</i> and <i>crotchets rests</i>. Create and perform their own chanted rhythm patterns with the same stick notation. <p>Pitch</p> <ul style="list-style-type: none"> Play a range of singing games based on the <i>cuckoo interval</i> (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. Melody could be played on a piano or backing track) Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short <i>melodic phrases</i>, indicating with actions (e.g. stand up/sit down, hands high/hands low) Recognise dot notation and match it to 3-note tunes played on <i>tuned percussion</i>, for example: 
<p>COMPOSITION</p> <p><i>Consists of Improvising and Composing at KS2</i></p>	<ul style="list-style-type: none"> To explore different sound sources indoor and outdoor Make sounds using classroom and improvised instruments. Identify and name some classroom instruments Contribute to a creation of a class composition <p>DM (Nursery Baseline) - Enjoy making sounds 'music' with instruments.</p> <p>DM (Nursery Aut 2) - Play instruments with increasing control to express their feelings and ideas <i>Explore the sounds of the outside and inside instruments and begin to use these with control</i></p> <p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>DM (Nursery End/FS2 Baseline) Listen with increased attention to sounds. <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p>DM (FS2 Aut 2) - Explore and engage in music making and dance, performing solo or in groups <i>Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i></p> <p>DA (FS2 Spring 2) - Create collaboratively, sharing ideas, resources and skills. <i>Play musical instruments copying and creating patterns and recording through symbols or pictures.</i> <i>Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Identify and name classroom instruments Improvise simple vocal chants, using <i>question and answer</i> phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a <i>rhythm</i> pattern and a <i>pitch</i> pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: 	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces Use music technology if available to capture, change and combine sounds

<p>Instruments</p> <p>Reading and Writing Notation</p>	<p>RANGE OF INSTRUMENTS IN PROVISION AREAS</p> <ul style="list-style-type: none"> Show an awareness of how instruments are played. Play untuned instruments with developing control Create long and short sounds using classroom instruments. <p>DM (Nursery Baseline - Enjoy making sounds ‘music’ with instruments.</p> <p>DM (Nursery Aut 2) - Play instruments with increasing control to express their feelings and ideas. <i>Explore the sounds of the outside and inside instruments and begin to use these with control</i></p> <p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>(Nursery End/FS2 Baseline) - <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p>DM (FS2 Aut 2) - Explore and engage in music making and dance, performing solo or in groups <i>Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i></p> <p><i>(FS Spring 2) -Play musical instruments copying and creating patterns and recording through symbols or pictures. Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>BOOM WHACKERS/GLOCKENSPIEL</p> <ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play untuned and some tuned instruments with control Identify different groups of instruments Create long and short sounds on instruments in response to symbols Play and sing phrase from dot notation. Record their own ideas Make their own symbols as part of a class score 	<p>BOOM WHACKERS/GLOCKENSPIEL</p> <ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play untuned and some tuned instruments with control Identify different groups of instruments Create and perform long and short sounds in response to symbols Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.
<p>Performance skills</p>	<ul style="list-style-type: none"> Perform in front of others whilst showing an awareness of others. Perform and be a part of an audience. <p><i>(Nursery Aut 2) -Begin to join in with familiar songs in hymn practise</i></p> <p><i>(Nursery End/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2)Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses <i>Join in full songs during hymn practise and assembly/mass singing Sing Christmas Nativity songs and perform these to an audience</i></p> <p>DM (FS2 Spring 2) - Watch and talk about dance and performance art, expressing their feelings and responses. <i>Be able to perform favourite songs for a familiar group.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements 	
<p>Evaluating and appraising</p>	<ul style="list-style-type: none"> Understand importance of being part of an audience and praising others. <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p>DM (Nursery Aut 2) - Respond to what they have heard, expressing their thoughts and feelings. <i>Begin to join in with familiar songs in hymn practise</i></p>	<ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others’ work. 	

	<p><i>DM (Nursery END/FS2 Baseline) - Say what their favourite part was.</i></p> <p>DM (FS2 Spring 2) -Watch and talk about dance and performance art, expressing their feelings and responses Create collaboratively, sharing ideas, resources and skills.</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
<p>The History of Music</p>	<ul style="list-style-type: none"> Listen to music from a range of periods, genres, styles and traditions including Mozart (Twinkle Twinkle) <p>DM (Nursery Baseline)Enjoy and take part in songs.</p> <p><i>(Nursery Aut 2) Begin to join in with familiar songs in hymn practise</i></p> <p><i>(End Nursery/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p><i>(FS2 Aut 2) Listening to music and saying what they like/don't like or how it makes them feel.</i> Join in full songs during hymn practise and assembly/mass singing</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (see attached grid) Learn about the lives and works of the great composers and musicians
<p>Appreciating and Understanding</p>	<ul style="list-style-type: none"> Listen to live and recorded music <p>DM (Nursery Au 2) - Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. <i>Begin to join in with familiar songs in hymn practise</i></p> <p><i>(End Nursery/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2) - Watch and talk about dance and performance art, expressing their feelings and responses <i>Listening to music and saying what they like/don't like or how it makes them feel.</i> <i>Watch and join in with the rhythm videos and say which they like and don't like</i></p> <p>DM (FS2 Spring 2)Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Listen to live and recorded music from a wide range of influences, responding appropriately to the context (learning facts about composer, background, likes/dislikes, feelings, story telling etc)