

Music Intent / Rationale:

We believe that Music is an important part of school life. We want music lessons to be fun and inspiring, engaging the children in songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. By the end of their Infant school years, our pupils will be able to think, talk about and enjoy a variety of different genres of music. They will adopt a love for music and an enjoyment for singing and performing.

Core Principles for the Teaching of Music at Robert Miles Infant School. Pupils at Robert Miles Infant School learn through a Music curriculum that will:

- **establish a love** of music, in particular using their voices expressively and universally as a school;
- **develop excitement and curiosity about** a range of genres of music, enabling them to develop and discuss their thoughts and feelings about different pieces of music, while respecting that others may have different opinions;
- **explore cultural** styles of music and identify key instruments that may be used through the different countries and cultures;
- **enable pupils to listen and appreciate** a diverse variety of music;
- **give children the confidence** to express themselves, be creative and perform to an audience;
- **explore and use** a variety of different instruments, both tuned and un-tuned;
- **explore creativity** and compose a piece of music, thinking carefully about inter-related dimensions that have been taught;
- **ensure their accurate use and understanding of specific vocabulary**;
- **empower them to** explore their own musicality that will have a positive impact upon their self-confidence;
- **to develop** an enthusiasm for music and chants across the wider life of school, within the playground and during other cross-curricular opportunities.

EYFS (Reception)			The National Curriculum for Music aims to ensure that all pupils:	KS1 pupils should be taught to (NC subject content):
Expressive Arts + Design (Being Imaginative + Expressive)	In Reception (From Development Matters)	<ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas & feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills. ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. 		
	Early Learning Goal	<ul style="list-style-type: none"> • 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. 		

RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our Music curriculum at RMI:

- ❖ **Communities:** We will explore how music can bring people together within our own community and understand that everyone is a musician in their own right.
- ❖ **Well-being:** We will explore how music can help to make the world a better place and support those as a method of therapy.

MUSIC - Document 1: Whole School Knowledge Progression

	Reception	Year 1	Year 2	Year 3
Listening and Appraising	<ul style="list-style-type: none"> ➤ I can listen to a piece of music and say if I like or dislike it. ➤ I can listen to sounds and match them to an object. ➤ I can listen to and repeat a simple rhythm. ➤ I can listen to and repeat simple lyrics. ➤ I know that different instruments make different sounds and can begin to group them. ➤ I can express my response to different music and lyrics through words, actions and movements. ➤ I can listen to and follow the pulse using body percussion and untuned instruments. ➤ I can respond to music through movement, altering movement to reflect how fast/slow a piece of music is. ➤ I know that music is different in different countries around the world. 	<ul style="list-style-type: none"> ➤ I can respond to different moods in music through words, actions and movements. ➤ I can say how a piece of music makes me feel. ➤ I can listen to a piece of music and say if I like or dislike it, beginning to give reasons for my opinion. ➤ I can recognise and identify basic dynamic and pitch changes (faster/slower, louder/softer, higher/lower). ➤ I can identify the pulse (underlying steady beat of music) in a piece of music and clap / tap along. ➤ I can describe the character, mood, or 'story' of music I listen to (verbally and through movement). ➤ I can describe some of the differences between two pieces of music. ➤ I can recognise and repeat short, simple rhythmic patterns. ➤ I can listen and respond to other performers by playing as part of a group. ➤ I know about the work of some great composers over time and can respond to their music, describing their style. 	<ul style="list-style-type: none"> ➤ I know about and can begin to identify the structural features in the music they listen to (e.g. verse, chorus). ➤ I can listen to instrumentation (combination of instruments in a musical composition) and associate some of the sounds I hear with particular instruments. ➤ I can listen to and repeat a short, simple melody by ear. ➤ I know and can recognise the difference between pulse (the underlying steady beat of music) and rhythm (combinations of long and short sounds that convey movement). ➤ I can make suggestions for how to improve my own and others' work. ➤ I understand that music from different parts of the world, and different times, have different features and can talk about some of them. ➤ I know the names of a range of instruments and can talk about how we play them (e.g. strike, blow, pluck, shake). ➤ I know that there are different instrument families and am beginning to categorise instruments (brass, woodwind, percussion and strings). ➤ I know about the work of some great composers over time and can listen to and compare their work to modern day music. ➤ I can recognise how the pitch and dynamics change within a song. 	<p>➤ <i>To be added, in liaison with the linked junior school</i></p>
Tier 2 & 3 Vocabulary	action, environment, rhythm, pulse, body percussion, reflect.	express, feelings, opinion, dynamics, rhythmic, melody, pitch, composer, style.	Structure, chorus, verse, instrumentation, dynamics, tempo, pitch, melody, brass, woodwind, percussion, strings, composer.	

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Composing	<ul style="list-style-type: none"> ➤ I can make a range of sounds using my voice. ➤ I can experiment with playing instruments in different ways. ➤ I know that the way I play an instrument can change the sound it makes, e.g. make it louder or quieter. ➤ I can choose appropriate instruments to represent particular sounds, actions or moods. ➤ I can experiment with body percussion and vocal sounds to respond to music and stories. 	<ul style="list-style-type: none"> ➤ I can create short sequences of sound with my voice or instruments to represent a given idea or character. ➤ I can combine instrumental and vocal sounds within a given structure (arrangement of song / music). ➤ I can experiment with choosing the dynamics (loud/soft) and pitch (high/low) for a piece of music. ➤ I can begin to create my own short rhythmic patterns using untuned instruments. ➤ I can experiment with body percussion and vocal sounds to create a story /experience. ➤ I can begin to make improvements to my work, with support from the teacher or using suggestions from a partner / group. 	<ul style="list-style-type: none"> ➤ I can create longer sequences of sounds with voices or instruments, chosen for a given effect. ➤ I can combine and layer several instrumental and vocal patterns within a given structure (arrangement of song / music). ➤ I can choose appropriate dynamics (loud/soft), tempo (fast/slow) for a piece of music. ➤ I can follow and use a graphic score to represent details of a composition. ➤ I can begin to suggest improvements to my work. 	<ul style="list-style-type: none"> ➤ <i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	Louder, quieter, represent, mood, body percussion.	Sequence, character, structure, dynamics, pitch, rhythmic, improve, compose, composition, pulse, melody.	Compose, composition, tuned, untuned, control, sequence, effect, dynamics, tempo, pitch, pulse, graphic score.	

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	Reception	Year 1	Year 2	Year 3
Performing	<ul style="list-style-type: none"> ➤ I know a wide range of nursery rhymes from memory and can use my voice to join in when singing them. ➤ I can use actions to support a song, e.g. signing key words / phrases during nursery rhymes / Christmas songs. ➤ I can stop and start singing at the right times and can stop and start playing an instrument when given a signal. ➤ I can clap out short, rhythmic patterns. ➤ I can move in time to music. ➤ I can take part in singing performances to a small audience. ➤ I can use untuned instruments to support my singing / performance. 	<ul style="list-style-type: none"> ➤ I can use my voice expressively to speak, sing and chant. ➤ I can sing short songs from memory, maintaining the overall melody and keeping in time. ➤ I can maintain the pulse (beat) when clapping or using untuned instruments alongside a piece of music. ➤ I can respond to musical indications about when to sing or play. ➤ I can respond musically (and through movement) with increasing accuracy to a call (e.g. high/low, fast/slow) and keep a steady pulse. ➤ I can respond to simple musical instructions such as tempo (faster/slower) and dynamic (louder/quieter) changes as part of a class performance. ➤ I can look at the audience when performing. ➤ I can sing as part of a group, singing in a simple round of 2 parts. 	<ul style="list-style-type: none"> ➤ I can follow the melody (tune) using my voice or an instrument when singing / playing alongside songs. ➤ I can use my voice expressively when singing, including the use of dynamics (loudly and softly) and pitch. ➤ I can sing songs from memory, with melodic and rhythmic accuracy. ➤ I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. ➤ I can play an instrument with control, using correct pressure and hold. ➤ I can sing back short melodic (tuneful) patterns by ear. ➤ I can increase / decrease the tempo (speed) of the pulse on a given signal. ➤ I can perform an ensemble with instructions from the leader (e.g. hand signals to indicate duration (length) of notes). 	<ul style="list-style-type: none"> ➤ <i>To be added, in liaison with the linked junior school</i>
Tier 2 & 3 Vocabulary	Memory, signing, signal, rhythm, audience, performance.	Posture, performance, audience, expressively, melody, indications, accurate, tempo, dynamics, pitch, pulse, round.	Melody, dynamics, accuracy, pitch, pressure, hold, patterns, increase, decrease, ensemble, duration, length of note.	