

The Music Curriculum at John T Rice Infant and Nursery School

KS1 Progression

Based on Charanga Scheme of Learning -<https://charanga.com/site/>






Our Music Curriculum Intent

At John T Rice Infant and Nursery School, we provide meaningful, engaging, exciting, high-quality teaching and learning opportunities by allowing all children to develop their skills as musicians. Our music curriculum allows children to listen, sing, perform and evaluate a range of genres and styles. We encourage all children to think creatively and to represent feelings, emotions and self-expression in music with an element of evaluation. We develop the children's curiosity, respect, values and importance of music in school and the wider community where a love of music can be shared.

Our Curriculum Drivers.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

<p style="text-align: center;">Communication Skills</p> 	<p style="text-align: center;">Mental Health and Resilience</p> 	<p style="text-align: center;">The Wider World</p> 
<p>Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.</p>	<p>Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners</p>	<p>Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.</p>

A Musician leaving John T Rice Infant and Nursery School will be able to enjoy music in as many ways as they choose-either as a listener, creator or performer. They will have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They will be able to dissect music and comprehend its parts.

Progression Document: Music





EYFS ELG:	National Curriculum Subject Content
EYFS	KEY STAGE ONE
<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. 	Pupils should be taught to: <ul style="list-style-type: none"> 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.

Music Themes over the year						
Cycle A and B						
	Autumn		Spring		Summer	
Yr1	Hey You! By Joanna Mangona. Old-School Hip-Hop	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba Reggae	In The Groove by Joanna Mangona Blues, Baroque, Latin, Bhangra, Folk, Funk	Round and Round by Joanna Mangona Bossa Nova	Your Imagination by Joanna Mangona and Pete Readman Pop	Reflect, Rewind and Replay Classical
Yr2	Hands, Feet, Heart by Joanna Mangona Afropop, South African	Ho, Ho, Ho, Rap and improvisation	I Wanna Play in a Band by Joanna Mangona Rock	Zootime by Joanna Mangona Reggae	Friendship Song by Joanna Mangona and Pete Readman Pop	Reflect, Rewind and Replay Classical

Progression in Key Music Vocabulary	
YEAR 1	YEAR 2
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Skills and Knowledge progression

Breadth of Study	Year 1	Year 2
Listen and Appraise 	<ul style="list-style-type: none"> To begin to be able to move to music by dancing, marching, being animals or pop stars. To be able to give an opinion (like / dislike) about a style of music. To begin to know that music has different styles. 	<ul style="list-style-type: none"> To be able to move to music by dancing, marching, being animals or pop stars. To know that songs/ pieces of music have a musical style. To be able to describe musical styles. To know that songs/ pieces of music can tell a story or describe an idea.
Singing 	<ul style="list-style-type: none"> To be able to sing notes of different pitches (high and low). To be able to confidently sing songs. To begin to be able to start and stop singing when following a leader. To know that their voices make different sounds. 	<ul style="list-style-type: none"> To be able to sing some songs off by heart. To be able to start and stop singing when following a leader. To know some songs, have a chorus or a response/answer part, and sing these types of songs. To know that unison is everyone singing together.
Playing	<ul style="list-style-type: none"> To begin to be able to treat instruments carefully and with respect. To be able to play an untuned instrument to a steady pulse. 	<ul style="list-style-type: none"> To be able to treat instruments carefully and with respect. To be able to play the tuned instrumental part with the song they perform.

	<ul style="list-style-type: none"> To know the names of the instruments that they are playing. 	<ul style="list-style-type: none"> To be able to listen to and follow musical instructions from a leader. To know the name of key instruments. To know the names of some notes when playing a tuned instrument.
<p>Improvisation</p> 	<ul style="list-style-type: none"> To begin to be able to improvise using clapping. To begin to know that improvisation is about making up their own musical rhythms on the spot. 	<ul style="list-style-type: none"> To be able to improvise using clapping, singing and playing. To know that improvisation is about making up their own musical rhythms on the spot.
<p>Composition</p> 	<ul style="list-style-type: none"> To begin to be able to select notes and put them together to create a melody. 	<ul style="list-style-type: none"> To be able to create simple melodies using patterns of different notes. To know how the notes of the composition can be written down and changed if necessary.
<p>Performance</p> 	<ul style="list-style-type: none"> To be able to perform Y1 song from the Scheme as a class. To be able to listen to a recording of the performance and say how they feel about it. 	<ul style="list-style-type: none"> To be able to perform Y2 song from the Scheme as a class. To be able to add their ideas to the performance. To be able to listen to a recording of the performance and discuss changes/ improvements they could make.