

Curriculum Design for Music

Music Intent

At Broomhill Infant School we aim to provide musical experiences of quality, breadth and depth to develop the musical responses and creativity of our children. As a method of communication and a vehicle to enable community spirit and action, music education is a key component of our curriculum. We aim to support children in musical play, performance, creativity and enjoyment within the curriculum and during after school activities. The development of listening skills to appreciate a variety of musical forms and the discernment to make assessments about the quality of music they are hearing is important and essential for our children to gain enjoyment and knowledge of their subject.

Music Implementation

Music at Broomhill Infant School follows the National Curriculum and guidance from the non-statutory 'model music curriculum' (DFE March 2021) Music is taught within classroom settings by class teachers and is used throughout all curriculum areas to enhance and promote learning. There is a whole school singing assembly each week led by the music co-ordinator. Children learn the basic principles of pulse, rhythm, pitch, tempo, duration and timbre. Peripatetic keyboard lessons take place on a weekly basis within school. We have links with Sheffield Music Hub and involve the children in local musical projects such as the annual Music 360 performance and workshops at the Crucible theatre. There is a wide range of percussion instruments in school, available to all. We subscribe to the 'Out of the Ark' music scheme, which is used on a daily basis in classrooms to support listening and singing skills and provides musical activities to extend practical learning.

Music Impact

The impact of our learning is measured in ongoing assessments by class teachers and co-ordinator reporting to SLT. We gather feedback from parents and audiences when we perform concerts and assemblies. Children are asked to peer assess and offer constructive criticism on each other's work and performance. Self-evaluation against given criteria for a particular lesson or skill session is practised by all children. We keep a record of musical activity and enjoyment in our class books for reflection and to inform suggestions for future planning. We will know that we have been successful when children have achieved end of KS 1 requirements.

Progression of Knowledge

| | Year 1 | Year 2 | Year 3 |
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| Enquiry | <p>√Explore sounds in the environment.</p> <p>√Investigate duration.</p> <p>√Explore pulse and rhythm.</p> <p>√Explore pitch.</p> | <p>√Explore sounds in a wider context.</p> <p>√Develop duration.</p> <p>√Explore pulse and rhythmic patterns.</p> <p>√Explore pitch and melody.</p> | <ul style="list-style-type: none"> • Develop an understanding of the history of music. • Investigate different traditions. • Use and understand staff/stave and other notation. |
| | <p>√Familiarise with instruments and symbols.</p> <p>√Examine dynamics, timbre and tempo.</p> | <p>√Create notated soundscapes and introduce the orchestra.</p> <p>√Develop timbre, tempo and dynamics. Use in compositions.</p> | |

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| End point | <p>By the end of Key Stage 1, children will:</p> <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 to a range of high quality live and recorded music.✓ Experiment with and create sounds using the inter-related dimensions of music. | |
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Disciplinary Knowledge

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Exploring sounds. | Duration. | Pulse and rhythm. | Exploring pitch. | Instruments and symbols. | Timbre, tempo and dynamics. |
| EYFS | I can explore sound through rhymes, songs and singing games. | <p>I can say whether a sound is long or short.</p> <p>I can begin to display long and short sounds when I sing.</p> | <p>I can recognise a pattern of sounds.</p> <p>I can recognise and keep a steady pulse.</p> | I can identify high sounds and low sounds and recognise the difference. | <p>I can explore percussion instruments in class.</p> <p>I can name some instruments of the orchestra.</p> | <p>I can talk about the mood of a piece of music or how certain sounds make me feel.</p> <p>I can express a preference.</p> |
| Year 1 | <p>I can identify sound in the environment. I can change sound.</p> <p>I can identify and isolate different sounds.</p> | I can make and control long and short sounds using my voice and percussion instruments. | <p>I know the difference between pulse: (a steady beat to a count) and rhythm (a pattern of sounds in the music)</p> <p>I can identify and repeat rhythm and pulse.</p> | <p>I can identify and control changes in pitch using my voice.</p> <p>I can do this using tuned percussion instruments.</p> | <p>I can explore and compare a wider range of instruments from school stock.</p> <p>I know that the orchestra groups families of instruments. I can begin to use notation to instruct peers.</p> | <p>I can choose sounds effectively to create a particular effect.</p> <p>I can explain the reasons for my choices.</p> |

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| <p>Year 2</p> | <p>I can choose and deploy sounds in soundscapes. I can respond to a stimulus of sound appropriately. I can use familiar sounds in singing and composition.</p> | <p>I can collaborate with others to compose a series of long and short sounds to make musical phrases for performance.</p> | <p>I can create and control rhythmic patterns. I can demonstrate a strong sense of pulse.</p> | <p>I can sing and perform with accurate pitch. I can create melodic phrases and patterns of sound.</p> | <p>I know how the whole orchestra fits together. I can direct my peers in musical performance. I can devise notation for others to follow in this direction.</p> | <p>I can make changes to sound according to the principles of tempo, dynamics and timbre. I can describe mood and quality of sound in a piece of music.</p> |
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| | KS1 | | | |
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| Theme | Song and rhyme. | Exploration of instruments. | Listening skills. | <ul style="list-style-type: none"> Study of tempo, timbre, dynamics, pitch, rhythm and pulse |
| Duration | Throughout the year. | Throughout the year. | Throughout the year. | Throughout the year. |
| National Curriculum | Use voices expressively and creatively by singing and chanting. | Play tuned and untuned instruments musically. | Listen with concentration to a range of recorded and live music. | Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Specific content (substantive knowledge) | <ul style="list-style-type: none"> Knowing, chanting and singing nursery rhymes. Singing within a group. Performing for an audience. | <ul style="list-style-type: none"> Know how to handle and make varying sounds with percussion instruments. Know the difference between tuned and untuned instruments. Apply knowledge of musical dimensions | <ul style="list-style-type: none"> Listen with concentration and discernment, in order to identify and isolate sounds. Know how to engage in active listening in order to comment on the quality of music heard. | <ul style="list-style-type: none"> Know that music is made by combining the principles of tempo, dynamics, timbre, pitch, rhythm and pulse. Know what each of the above means and practise identifying them. |

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| | | <p>when playing these instruments.</p> <ul style="list-style-type: none"> • Make use of informal and formal notation and direction when composing and performing. | <ul style="list-style-type: none"> • Listen within an audience setting and derive enjoyment from doing so. • Listen to an identify patterns and pulses within music. • Listen to and recognise changes in pitch. | <ul style="list-style-type: none"> • Apply these principles when experimenting, improvising and performing. |
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| Vocabulary | Rhyme, song, sing, voice, chant, count, together, rest, call, respond. | Tuned, untuned, pitch, higher, lower. | Listen, comment, compare, preference, reason, change, live, recorded. | Dynamics, tempo, pulse, rhythm, timbre, pitch. |
| Enrichment (trips, visitors, etc) | <p>Crucible project with Music 360.</p> <p>Visiting players and groups.</p> <p>Performances by children for parents (concerts, International Day, Remembrance service, Harvest assembly, Diwali, Hanukah, Eid events)</p> <p>Involvement in local community events.</p> | | | |
| Computing links | <p>Out of the Ark music curriculum and songs.</p> <p>Purple Mash 2compose.</p> <p>BBC Bitesize.</p> | | | |