

Hatherley Infant School

Teaching and learning intent for Music

- NC - * 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.

Reception	Y1/2	Year 1	Year 2
<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. <p>Early Learning Goal They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. <p>Begins to build a repertoire of songs and dances.</p>	<p>Listening and appraising</p>	<ul style="list-style-type: none"> ○ The children will begin to recognise very basic style indicators and start to recognise different instruments. ○ Have fun finding the pulse together and start to understand what pulse is/does/means etc. ○ Start to use correct musical language during discussion and when describing feelings. ○ They will begin to recognise the sound of the musical instruments used. ○ Basic musical structure. ○ The purpose of the song and context within history. ○ How music makes them feel. ○ About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, and dynamics. ○ They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. 	<ul style="list-style-type: none"> ○ The children will begin to recognise very basic style indicators and start to recognise different instruments. <p>Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none"> ○ Have fun finding the pulse together and start to understand what pulse is/does/means etc. ○ Start to use correct musical language during discussion and when describing feelings. ○ They will begin to recognise the sound of the musical instruments used. ○ Basic musical structure. ○ The purpose of the song and context within history. ○ How music makes them feel. ○ About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, and dynamics. ○ They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.

<p>• Explores the different sounds of instruments.</p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<u>Musical activities</u>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> ● Have fun finding the pulse together. ● Copy back simple rhythms, clapping. ● Copy back simple rhythms related to animals, food etc. ● Rhythm copy back - It's Your Turn! Create your own simple rhythms. ● Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning. 	<p>● Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <ul style="list-style-type: none"> ● Continue with beginner games. ● Have fun finding the pulse! ● Copy back simple rhythms with increasing knowledge and confidence. ● Rhythm copy back - It's Your Turn! Create your own simple rhythms with increasing confidence. ● Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.
		<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group. ● How important it is and why we warm up our voices. ● How to join in and stop as appropriate - learn how to follow a leader/conductor. ● How melody and words should be interpreted. ● How to sing with good diction. ● How to perform with a good sense of pulse and rhythm. 	<p>Sing within a limited pitch range and deepen their understanding of:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group. ● How important it is and why we warm up our voices. ● How to join in and stop as appropriate - learn how to follow a leader/conductor. ● How melody and words should be interpreted. ● How to sing with good diction. ● How to perform with a good sense of pulse and rhythm.
		<p>● Start to learn to play together in a band or ensemble.</p> <ul style="list-style-type: none"> ● Join in and stop as appropriate. ● Start to respond to simple musical cues such as starting and stopping etc. ● Learn how to follow a leader/conductor. ● Play and move between differentiated parts with a sound-before-symbol approach, according to ability. ● Learn to play your instrument correctly and treat it with respect. 	<ul style="list-style-type: none"> ● Continue to learn to play together in a band or ensemble. ● Join in and stop as appropriate and more confidently. ● Continue to respond to simple musical cues such as starting and stopping. ● Follow a leader/conductor. ● Play and move between differentiated parts with a sound-before-symbol approach, according to ability. ● Continue to learn to play your instrument correctly and treat it with respect.
		<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices. 	<p>Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime:</p> <ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices.
		Improvisation Playing Singing Games	

		<ul style="list-style-type: none"> ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. ● Improvise! Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. ● Improvise! Take it in turns to improvise using one or two notes.
		<ul style="list-style-type: none"> ● Begin to understand the differences between <u>composition</u> and improvisation. ● Create your own simple melodies within the context of the song that is being learnt. ● Compose using one or two notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch 	<ul style="list-style-type: none"> ● Continue to explore and understand the differences between <u>composition</u> and improvisation. ● Continue to create your own simple melodies within the context of the song that is being learnt. ● Compose using one, two or three notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.
	Perform / share	<ul style="list-style-type: none"> ● Start to <u>perform</u> together in an ensemble/band. ● Sing, play, improvise and play back compositions as part of your ensemble/band. ● Do all of this in front of an audience. ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back. 	<ul style="list-style-type: none"> ● Continue to learn how to <u>perform</u> together in an ensemble/band. ● Sing, play, improvise and play back compositions as part of your ensemble/band. ● Do all of this in front of an audience. ● Learn about performance and building confidence. ● Understand in more depth about practice. ● Record your performance and learn from watching it back.

Key Vocabulary

chorus verse compose dynamics ensemble harmony improvise introduction lyrics melody
melodic notation pitch pulse/beat rhythm solo style tempo timbre texture