

Navenby Music Overview 2022-24

*At Navenby Primary School the intention is that children gain a **firm understanding** of what music is through **listening, singing, playing, evaluating, analysing, and composing across a variety of musical genres**. Our objective at Navenby Primary School is to develop a **curiosity** for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the **value and importance of music in the wider community**, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. This has a key role in enhancing **wellbeing**.*

The **National Curriculum** for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

KS1 - Pupils will be taught to:

- ♣ 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.

KS2 - Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

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EYFS

Exploring Media and Materials 30 - 50

months

Enjoys joining in with dancing and ring games 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

40 - 60 months

Begins to build a repertoire of songs and dances Explores the different sounds of instruments **Early Learning Goal**

Children sing songs, make music and dance, and experiment with ways of changing them

Being Imaginative 30

- 50 months

Developing preferences for forms of expression

Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

40 - 60 months

Create simple representations of events, people and objects

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Plays cooperatively as part of a group to develop and act out a narrative

Early Learning Goal

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

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	<u>Music termly overview</u> Tuned Instruments - Years 1 and 2 Ocarinas. Year 3 and 4 Recorders. Years 5 and 6 Ukulele					
EYFS	Finding a voice (learn lots of new songs/sing with confidence) - Nursery rhymes.	Learn firework song and learning Christmas play songs	Learn about rhythm and pulse in songs	Exploring instruments how many sounds can one instrument make and louder/ quieter/ fast/slow	Learn how to play simple songs on the xylophone/ metallophone	Making up compositions
Year 1	Single simple songs and rhymes.	Singing Christmas songs, accompanied by the harp.	History of music - classical	The sounds of Weather.	Animals.	The sounds of the rainforest
Year 2	Singing simple songs in rounds - London's Burning	Singing Christmas songs, accompanied by untuned instruments.	History of music - Romantic	Ocarinas - Playing, composing and performing	Musical culture - African drumming and rhythmic patterns.	The seaside
Year 3	'Cave Baby' book - Exploring descriptive sounds and melody	Music appreciation - analysing and responding to different musical genres. Influential musicians	History of music - Baroque	To create a ceremonial rhythmic piece to honour the Gods - culture	Singing games - playing and inventing singing games - incorporating untuned instruments.	Recorders - Playing, composing and performing
Year 4	Playing Percussion Instruments	Musical History - (Victorian Playhouses and Mummers)	Indian Music (Appreciation, Composition, Performance) - music from other cultures	Recorders - Playing, composing and performing	Singing - Viking Saga	
Year 5	Medieval music Understand the different cultural meanings and purposes of music.	Contemporary music Compare and evaluate different kinds of music using appropriate musical vocabulary.	Disaster stories using instruments. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Compose and record using ICT.	Ukulele - Playing performing and composing	Music from the Tudors Explain and evaluate how musical elements, features and styles can be used together to compose music.	
Year 6	Use ICT to record, sample, sequence, loop and manipulate sounds.	Learning about the music industry. How do musicians get recognised? How do musicians share their music? How has it changed over the years?	WW2 Perform songs with an awareness of the meaning of the words. Perform songs in a way that reflects there meaning and the occasion.	Ukulele - Playing performing and composing	Explore how music reflects time, place and culture. Understand and express opinions on different cultural music, including contemporary. Musical influences - 60s to modern day.	

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	<u>Music skills progression</u>					
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and perform	<p>Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired. Sing in time to a steady beat. Coordinate actions to go with a song. Perform and action or a sound (clapping, stamping) on the steady beat whilst singing.</p> <p style="text-align: center;">Ocarinas - Playing performing and composing</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse and accurate pitch. Recognise and explore how sounds can be organised. Respond to starting points that have been given. Understand how to control playing a musical instrument so that they sound, as they should. Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect (including use of ICT) Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea. Sing with a sense of control - dynamics (volume) and tempo (speed)</p> <p style="text-align: center;">Ocarinas - Playing performing and composing. Singing simple songs in rounds - London's Burning</p>	<p>Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence. Sing songs in a variety of styles - with confidence.</p> <p style="text-align: center;">Recorders - Playing performing and composing</p> <p style="text-align: center;">Animal magic - Exploring descriptive sounds and melody</p>	<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p style="text-align: center;">Recorders - Playing performing and composing</p> <p style="text-align: center;">Singing - Viking Sagas</p>	<p>I create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words.</p> <p>Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p style="text-align: center;">Ukulele - Playing performing and composing</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately</p> <p style="text-align: center;">Ukulele - Playing performing and composing</p>

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<p style="text-align: center;">Improvise and compose music</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Choose musical sound effects to follow a story line or match a picture.</p>	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect (including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds.</p> <p>Explore changes in pitch to communicate an idea.</p>	<p>To compose music that combines musical elements and actions.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases. Use music to tell a story, paint a picture or create a mood.</p> <p>Start to look at basic notation.</p> <p style="text-align: center;">To create a ceremonial rhythmic piece to honour the Gods - culture</p>	<p>Compose music that combines several layers of sound.</p> <p>Awareness of the effect of several layers of sound. Compose and perform melodies and songs (Including using ICT).</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.</p> <p>Compose and record using ICT.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Create own simple songs reflecting the meaning of words.</p> <p>Compose music that reflects a given intention e.g. descriptive music, a rap etc.</p> <p>Use ICT to record, sample, sequence, loop and manipulate sounds.</p>
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<p style="text-align: center;">Listen with attention to detail and recall sounds.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Say what they like or dislike about a piece of music.</p> <p>Sort composers in to different genres and instruments in to different types.</p>	<p>To notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p> <p>Start to use musical dimensions vocab to describe music - duration, timbre, pitch, dynamics, tempo, texture, structure.</p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on a musician's use of technique to create effect</p> <p>Use more musical dimensions vocab to describe music - duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p> <p>Use musical vocabulary, confidently, to describe music.</p>
<p style="text-align: center;">Appreciate and understand a wide range of live and recorded music.</p>	<p>Identify different sound sources.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Respond physically when appraising music, identify well-defined musical features.</p>	<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Music appreciation - analysing and responding to different musical genres</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>

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<p style="text-align: center;">Develop an understanding of the history of music.</p>	<p>To understand the History of music.</p> <p>Musical history - classical music</p>	<p>To understand the History of music.</p> <p>Musical history - Romantic music</p> <p>Musical culture - African drumming and rhythmic patterns.</p>	<p>Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.</p> <p>Know that music can be played or listened to for a variety of purposes (history or culture)</p> <p>To understand the History of music.</p> <p>Musical history - Baroque music</p>	<p>Understand that the sense of occasion affects the performance. Combine sounds expressively</p> <p>Musical history - Victorian Playhouse and mummings</p> <p>Culture - Indian music (Appreciation, composition and performance)</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.</p> <p>sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</p>	<p>Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p> <p>Use different venues and occasions to vary my performances. Use knowledge of how lyrics reflect cultural contexts and have social meanings.</p>
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