

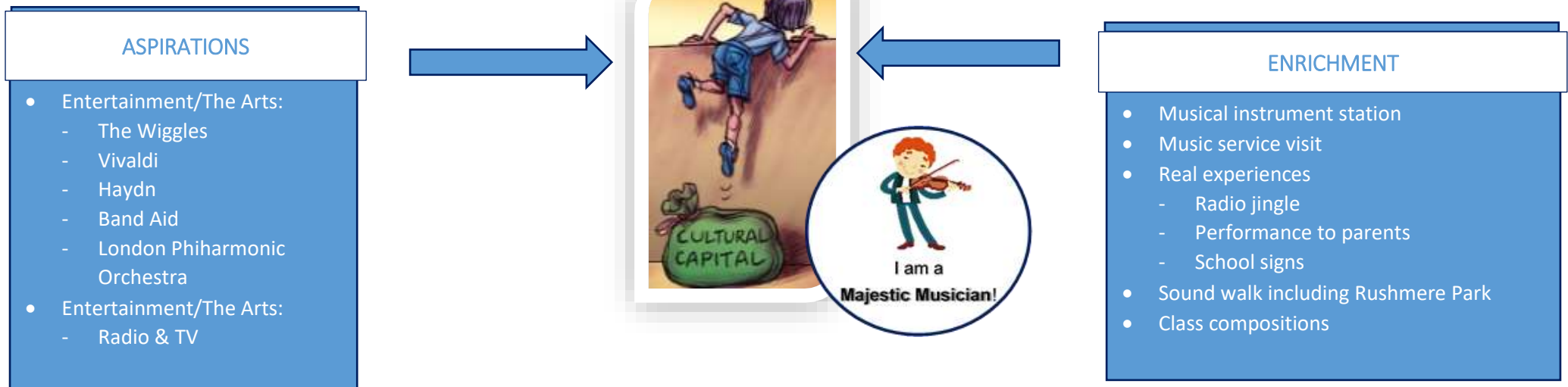
Cultural Capital Intent


Music

In Music, the children's 'Majestic Musician' journey begins with listening to and performing song they know, nursery rhymes. The children are encouraged to listen carefully and where appropriate follow instructions through voice, actions and simple percussion. The children begin to gain the confidence to play different musical instruments and understand that each instrument makes a different sound. To enrich the learning, a musical station is developed with the children for children to access when they choose their learning. The children also display their interest in a particular style of music or musician, with the choice of 'tidy-up' songs in the form of an EYFS jukebox! A visit from the local music service also gives the children a first-hand experience of musicians. Music is also a driver for a lot of the learning in EYFS, including Literacy and RE. To build confidence, the children use 'The Wiggles' to learn new songs and perform to others, becoming entertainers in their own right!

In Key Stage 1, much of the teaching of music is based on 'The Bubbles' music scheme. This has been planned where appropriate against the topics to either enrich the learning or consolidate. In Year 1, the children use instruments for effect, changing the sounds in terms of duration and volume. The children understand that their voice is also an instrument, leading to the children performing a short composition. In Autumn Term 2, the children create their very own Jingle, choosing appropriate sounds and performing for a purpose. Into the Spring Term, consolidating their learning of the weather and seasons, the children learn that instruments can be grouped. The children explore the different sound that are made and also investigate beat and how to follow a rhythm. Here, the children are introduced to the classical music of Haydn and Vivaldi. Moving forward, all objectives can be linked to these composers to add enrichment to the learning. The children also complete a short topic on each composer, which may inspire them to be composers themselves! In line with our topic learning, the focus turns to African music and animals. The children continue to develop their skills of changing sounds, identifying beat and also respond appropriately to musical instructions. In the Summer Term, the children use simple symbols as notation.

In Year 2, the children choose sounds for a purpose in order to make a composition for a purpose. The children build on their prior knowledge of changing sounds and understand how sounds can be explored and developed further. To add to their knowledge of composition and performance, the children are introduced to collaboration in music in the form of Band Aid and the London Philharmonic Orchestra. This builds aspirations for children to be composers and increase confidence to perform. Progressing further, the children add to their knowledge of composing but learning about pitch and tempo, experimenting with this and an increased array of instruments. The children develop their understanding of notation, using symbols to represent different sounds, volume and effects. To end the Summer Term, the children recite popular music and create their own composition to celebrate the end to their journey at GTS.



	EYFS	Year 1 Autumn Term 1	Year 1 Autumn Term 2	Year 1 Spring Term 1	Year 1 Spring Term 2	Year 1 Summer Term 1	Year 1 Summer Term 2	Year 2 Autumn Term 1	Year 2 Autumn Term 2	Year 2 Spring Term 1	Year 2 Spring Term 2	Year 2 Summer Term 1	Year 2 Summer Term 2
Music	<p>Join in, sing and remember a variety of nursery rhymes and songs</p> <p>Copy a simple rhythm, listening carefully</p> <p>Explore sounds of different musical instruments</p> <p>Recognise and make loud and quiet sound and high and low sounds</p> <p>How music makes us feel</p> <p>Develop a nursery rhyme role play setting to improve story telling.</p> <p>Enrichment: musical instrument station</p> <p>Panto visit – MK Theatre</p> <p>Music service to provide musicians to</p>	<p>Happy Families</p> <p>Instrument families</p> <p>Characteristics and timbre of individual instruments</p> <p>Changing sounds</p> <p>Identify long and short sounds in music</p> <p>Enrichment: Music service</p> <p>Create an orchestra with the children’s voices – perform!</p> <p>Aspirations: After learning about all of the orchestral instruments, give parents information on how to get their child playing an instrument. If a certain instrument is more popular, the school can provide a music service offer</p>	<p>Come and join the celebration</p> <p>Jingles</p> <p>Use voice confidently in different ways</p> <p>Recognise how sounds can be made and changed</p> <p>Respond appropriately to musical instructions</p> <p>Create and choose sounds in response to given starting points</p> <p>Enrichment: Children record Christmas jingles, creating a class radio.</p> <p>Children create a jingle for a pop-up toy they have made in DT. Perform this to EYFS.</p> <p>Aspirations: Entertainment – radio/TV</p>	<p>Whatever the weather</p> <p>Grouping instruments</p> <p>The children practice playing a range of instruments</p> <p>Explore how sounds can be made and changed</p> <p>Identify the beat in different pieces of music</p> <p>Respond appropriately to musical instructions</p> <p>Enrichment: Natural sounds outside – sound walk</p>	<p>Where the wild things are</p> <p>African music.</p> <p>Choose five animals to represent using vocal and instrumental sounds.</p> <p>Record sounds</p> <p>Use their voices confidently in different ways</p> <p>Recognise how sounds can be made and changed</p> <p>Identify the beat in different pieces of music</p> <p>Respond appropriately to musical instructions</p> <p>Enrichment: Visit to Rushmere</p>	<p>Never eat shredded wheat!</p> <p>Compose and annotate appropriate music for chosen locations</p> <p>Explore how sounds can be made and changed</p> <p>Recognise how sounds can be made and changed</p> <p>Identify long and short sounds in music</p> <p>Respond appropriately to musical instructions</p> <p>Create and choose sounds in response to given starting points</p> <p>Enrichment: PSHE</p> <p>On display, make a list of the children’s favourite and least favourite</p>	<p>How does your garden grow?</p> <p>Tap out rhythm using symbols to notate.</p> <p>Identify the beat in different pieces of music</p> <p>Respond appropriately to musical instructions</p> <p>Enrichment: Using sound buttons, create a pattern of sounds for each flower (real life sound garden in pots)</p> <p>Create and choose sounds in response to given starting points</p> <p>Observe and listen carefully</p> <p>Identify the beat and join in getting</p>	<p>Bright sparks!</p> <p>Choose instruments whose sounds depict the images of light and dark.</p> <p>Create a musical soundtrack for a purpose</p> <p>Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Represent sounds with symbols</p> <p>Play musical instruments with expression and control, listening and observing carefully</p> <p>Identify the beat and join in getting</p>	<p>The spirit of Christmas</p> <p>Develop singing skills and rhythmic improvisation</p> <p>Children compose lyrics for their own simple song</p> <p>Play musical instruments with expression and control, listening and observing carefully</p> <p>Identify the beat and join in getting faster and slower together</p> <p>Begin to sing in tune with expression and control</p> <p>Recall, perform and accompany simple songs, sequences and rhythmic</p>	<p>Fairies and frogs</p> <p>Produce sound effects to be performed during the re-telling of different fairy stories.</p> <p>Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch</p> <p>Play musical instruments with expression and control, listening and observing carefully</p> <p>Recognise and explore how sounds can be organised</p> <p>Explore the way sounds</p>	<p>Neighbourhood watch</p> <p>Signs and symbols around school and then in the locality.</p> <p>Compose actions and sounds that can be used to represent some of the symbols.</p> <p>Explore vocal and percussion sounds and match to signs.</p> <p>Develop a composition using street signs as graphic notation.</p> <p>Represent sounds with symbols</p> <p>Play musical instruments with expression and control, listening and observing carefully</p> <p>Recognise and explore how sounds can be organised</p>	<p>The famous five</p> <p>Long and short sounds, listening to different instruments</p> <p>Explore grouping and classifying percussion instruments</p> <p>Long and short sounds with appropriate symbols.</p> <p>Compose pieces of music which consist of predominantly long or short sounds.</p> <p>Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Represent sounds with symbols</p> <p>Identify the beat and join in getting faster and slower together</p>	<p>Beside the seaside</p> <p>Select and order sounds within simple structures and sounds in response to given starting points</p> <p>Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch</p> <p>Identify the beat and join in, getting faster and slower together</p> <p>Begin to sing in tune with expression and control</p> <p>Recall, perform and accompany simple songs, sequences and rhythmic patterns</p>

	<p>play in assembly.</p> <p>Children create an EYFS juke box with their favourite songs. These are used for tidy up times.</p>					<p>sounds – match these to emotions. Possible enhance the learning environment by using children’s favourite sounds during relaxation times or quiet reading.</p> <p>Perform ‘The Legend of the Northern Woods’ to parents as part of the topic celebration.</p>		<p>faster and slower together</p> <p>Recognise and explore how sounds can be organised</p> <p>Enrichment: Perform the ‘Light and dark’ composition to parents as part of the topic celebration</p>	<p>patterns</p> <p>Enrichment: Children to produce, record and perform their own charity song in order to raise money</p> <p>Aspirations: Entertainment – Band Aid</p>	<p>can be combined and used expressively</p> <p>Improvise repeated patterns</p> <p>Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>Explore sounds using symbols and ICT</p> <p>Recognise and explore different combinations of pitch sounds</p> <p>Enrichment: Develop a role-play area with sound</p>	<p>Enrichment: produce new sign for the school, focusing on loud and quiet responses</p>	<p>Recognise and explore how sounds can be organised</p> <p>Begin to sing in tune with expression and control</p> <p>Enrichment: Class percussion performance</p>	<p>Enrichment: Perform a GTS march about the summer holidays and moving on. Perform at the leaver’s ceremony.</p>
<p>Aspirations: Entertainment / The Arts - Composers</p>	<p>The Wiggles</p>	<p>Haydn</p> <p>Vivaldi</p>					<p>Band Aid</p> <p>London Philharmonic Orchestra</p>						