

Music Yearly Overview EYFS and KS1 2022-2023

<p>Intent At Bramley C of E Infant and Nursery School, we aim for children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing 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.</p>
<p>Implementation The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities, within collective worship, performances and the learning of instruments. Our youngest children experience music through songs and exploration of instruments – some may be made using available materials. The children have opportunities to learn rhymes and songs linked to their learning and to develop phonological awareness. They have access to a variety of, mainly untuned, percussion instruments. Through the musical program Charanga, Reception and KS1 teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, promoting a love of learning music. These teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. In Year 2 we develop musicianship by introducing the recorder. This is taught using Music World (accessed on Charanga) and provides first access to a woodwind instrument. Charanga's documentation clearly shows how the proportion of time spent within year groups on the inter related dimension of music develops and builds with the initial focus mainly on pulse, rhythm and pitch. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</p>
<p>Impact Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children 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 can dissect music and comprehend its parts. They can sing and feel a pulse. At Bramley C of E Infant and Nursery School children may be provided with alternative opportunities to further and support their understanding e.g. live orchestral concerts. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and may be showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children are beginning to understand how to further develop skills less known to them, should they ever develop an interest in their lives.</p> <p>As a result of our teaching at Bramley Infant and Nursery school you will see children who:</p> <ul style="list-style-type: none"> • are happy to join in with musical activities • are able to express their likes and dislikes about music • use music specific vocabulary to discuss what they hear and play • have experienced music from a range of countries and cultures • are willing to have a go at creating their own rhythms and music • are developing their own 'taste' in music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic: Autumn	Topic: Light and Dark and Christmas	Topic: Nursery Rhymes	Topic: New Life and Easter	Topic: Friends and Family	Topic: Courage
Nursery	<p>R4- EAD (Creating with Materials): Joining in with singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them (e.g. loud / quiet, fast / slow).</p> <p>R4- EAD (Being Imaginative and Expressive) Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sounds and music imaginatively. Creates rhythmic sounds and movements.</p> <p>R4 L (Reading) Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p>					
Pre-School	<p>Topic: Year 1 - All About Me Year 2 - All About Me</p>	<p>Topic: Year 1 - Autumn and Celebrations Year 2 - Autumn and Celebrations</p> <p>Beginning Phase 1 Phonological awareness (see below) PS1 Environmental sounds PS2 Rhythm and Rhyme</p>	<p>Topic: Year 1- Winter and Superheroes Year 2 - Traditional Tales</p> <p>PS1 Instrumental sounds</p>	<p>Topic: Year 1- Superheroes and Spring Year 2 - Under the Sea</p> <p>PS1 Instrumental sounds</p>	<p>Topic: Year 1 - The Great Outdoors Year 2 - Farms and Farm Animals</p> <p>PS1 Body Percussion PS2 Clapping sounds. Claps or taps the syllables in words during sound play.</p>	<p>Topic: Year 1 - Amazing animals Year 2 - Minibeasts</p> <p>PS1 Body Percussion</p>
	<p>R5- EAD (Being Imaginative and Expressive) Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self (including familiar songs) and makes up simple songs. Creates sound and movement to accompany stories.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	R5- EAD (Creating with Materials): Explores and learns how sounds and movements can be changed. Developing an understanding of how to create and use sounds intentionally. Taps out simple repeated rhythms.					
Phonics Phase 1	Music links with Beginning Phase 1 Phonological Awareness (see appendix 1 for Aspects Breakdown) Pre-school 1 <u>Environmental Sounds</u> Tuning into sounds <ul style="list-style-type: none"> Listening walks Listening moments Listening and remembering sounds <ul style="list-style-type: none"> Sound stories - We're Going on a Bear Hunt 'Mrs Browning has a box' 'Describe and find it' Talking about sounds <ul style="list-style-type: none"> Socks and shakers <u>Instrumental Sounds</u> Tuning into sounds <ul style="list-style-type: none"> Which instrument? Adjust the volume Grandmother's footsteps Talking about the sounds <ul style="list-style-type: none"> Story sounds Musical show and tell Animal sounds 			Music links with Beginning Phase 1 Phonological Awareness (see appendix 1 for Aspects Breakdown) Pre-school 2 <u>Rhythm and Rhyme</u> Tuning into sounds <ul style="list-style-type: none"> Rhyming books Learning songs and rhymes Listening and remembering sounds <ul style="list-style-type: none"> Rhyming pairs Songs and rhymes Finish the rhyme Talking about sounds <ul style="list-style-type: none"> Odd one out I know a word... <u>Alliteration</u> Tuning into sounds <ul style="list-style-type: none"> I spy names Digging for treasure Listening and remembering sounds <ul style="list-style-type: none"> Sound bag/box Talking about sounds <ul style="list-style-type: none"> Name play <u>Voice Sounds</u> Tuning into sounds Listening and remembering sounds <ul style="list-style-type: none"> Target sounds Talking about sounds <ul style="list-style-type: none"> Sound story time Animal noises 		
Reception Charanga Units	Me!		My Stories	Everyone!	Our World	Big Bear Funk
	Singing Songs Explore voices and instruments Find the pulse Copy-clap the rhythm of names Explore high and low sounds using glockenspiels		Singing songs Explore voices and instruments Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.	Singing songs Explore voices and instruments Invent ways to find the pulse Copy-clap some rhythms of phrases from the songs Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes	Singing songs Explore voices and instruments Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs Explore high pitch and low pitch using the images from the songs Use the starting note to explore melodic patterns using one or two notes	Singing Find a funky pulse Copy-clap 3- or 4-word phrases from the song Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.
Reception	Singing known nursery rhymes and learning new nursery rhymes. Experimenting with playing different instruments along to known nursery rhymes. Clapping syllables in words. Learning 'Dingle Dangle Scarecrow' and 'Bouncing Along on a Big Red Tractor' - linked to Harvest. Performing during Harvest Collective Worship.	Learning Christmas songs, including actions. Performing Christmas songs during the Christmas Performance. Learning counting rhymes- focus on numbers to 5.		Music linked to Storytelling topic- repeating rhythms to represent each of the Three Billy Goats Gruff. Choosing instruments to represent each character e.g. from a selection that make high and low pitch sounds. Playing loudly and quietly to represent the characters. Learning counting rhymes- focus on numbers to 5.	Learning songs to perform at the Easter Service. Learning counting rhymes- focus on numbers to 10.	Choosing instruments to play during a performance of their own story.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>R6- EAD (Creating with Materials): Begins to build a collection of songs and dances. Makes music in a range of ways, e.g. plays with sounds creatively, plays along with the beat of the song they're singing or music they are listening to. Expresses and communicates working theories, feelings and understandings using a range of art forms, including music. Creating with materials ELG: Share their creations, explaining the process they have used.</p> <p>R6- EAD (Being Imaginative and Expressive) Chooses particular instruments and sounds for their own imaginative purposes. Uses combinations of art forms e.g. moving and singing. Responds imaginatively to art works, e.g. <i>this music sounds like dinosaurs</i>. Being Imaginative and Expressive ELG: Sing a range of well-known nursery rhymes and songs. Perform songs with others, and- when appropriate- try to move in time with music.</p>					
	Hey You!		In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Charanga Units Year One	<p>Old School Hip Hop Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> Find the Pulse Rhythm Copy Back Rhythm Copy Back, Your Turn Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> Listen and clapback, then listen and clap your own answer (rhythms of words) Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Take it in turns to improvise using C or C and D <p>Composing</p>		<p>Blues, Baroque, Latin, Bhangra, Folk, Funk Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> Find the Pulse Rhythm Copy Back Rhythm Copy Back, Your Turn Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Take it in turns to improvise using C or C and D <p>Composing</p>	<p>Bossa Nova Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> Find the Pulse Rhythm Copy Back Rhythm Copy Back, Your Turn Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Take it in turns to improvise using D or D and E <p>Composing</p>	<p>Pop Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> Find the Pulse Rhythm Copy Back Rhythm Copy Back, Your Turn Pitch Copy Back and Vocal Warm-up 1 Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Take it in turns to improvise using D or D and E 	<p>Classical Revision unit</p>
Year One		<p>Christmas Production Our Christmas production changes each year – the songs we learn will be taught in Charanga style i.e. listen, appraise, pulse etc</p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Units Year Two	Hands, Feet, Heart		I Wanna Play in a Band	Zootime	Music World - Recorder	Music World - Recorder
	<p>Afropop, South African Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> • Find the Pulse • Rhythm Copy Back • Rhythm Copy Back, Your Turn • Pitch Copy Back and Vocal Warm-up 1 • Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> • Listen and clapback, then listen and clap your own answer (rhythms of words) • Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. • Take it in turns to improvise using C or C and D <p>Composing</p>		<p>Rock Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> • Find the Pulse • Rhythm Copy Back • Rhythm Copy Back, Your Turn • Pitch Copy Back and Vocal Warm-up 1 • Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> • Listen and clapback, then listen and clap your own answer (rhythms of words) • Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G. • Take it in turns to improvise using F or F and G <p>Composing</p>	<p>Reggae Singing Listening and appraising Progressive challenges</p> <ul style="list-style-type: none"> • Find the Pulse • Rhythm Copy Back • Rhythm Copy Back, Your Turn • Pitch Copy Back and Vocal Warm-up 1 • Pitch Copy Back and Vocal Warm-up 2 <p>Improvisation</p> <ul style="list-style-type: none"> • Listen and clapback, then listen and clap your own answer (rhythms of words) • Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. • Take it in turns to improvise using C or C and D <p>Composing</p>	<p>Steps 1-6 How to hold the recorder How to blow the recorder Listen and appraise Singing songs Play musical games Revisit pitch, pulse, rhythm Introduction to the stave, treble clef Introduction to crochets and minims How to play B, A, G Introduction to rests in music</p>	<p>Steps 7-10 How to hold the recorder How to blow the recorder Listen and appraise Singing songs Play musical games Revisit pitch, pulse, rhythm Introduction to the stave, treble clef Introduction to crochets, minims, semibreves How to play B, A, G, E Introduction to rests in music</p>
Year Two		<p>Christmas Production Our Christmas production changes each year – the songs we learn will be taught in Charanga style i.e. listen, appraise, pulse etc</p>				